
5E

Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for Los Angeles Pacific University

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Los Angeles Pacific University's responses to the Eligibility Requirements for consideration and possible approval by the Commission.

Recommended Action: That the Commission review the responses to the Eligibility Requirements and determine if the institution may move forward in the Initial Institutional Approval process.

Presenter: Lynette Roby, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval – Stage II: Eligibility Requirements for Los Angeles Pacific University

Introduction

As part of the Initial Institutional Approval process, a prospective program sponsor, Los Angeles Pacific University (LAPU) has submitted responses to the Eligibility Requirements for consideration and possible approval by the Commission on Teacher Credentialing (Commission). Approval of Stage II allows an institution to move forward to Stage III which is to submit Common Standards and Preconditions for review. Approval of the institution's response to Eligibility Requirements does not authorize the institution to offer an educator preparation program that leads to a credential or license.

Background

California law provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institutional Approval (IIA) process. At the [December 2015](#) meeting, the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the [February 2016 meeting](#). A graphic detailing the five stages of the IIA process is provided on the following page.

This agenda item presents for consideration one university seeking to become a program sponsor.

Los Angeles Pacific University

Los Angeles Pacific University (LAPU) is a nonprofit university whose main campus is located in San Dimas, California. LAPU is part of the Azusa Pacific University system but was separately accredited by the WASC Senior College and University Commission (WSCUC) in March 2018. LAPU seeks IIA in order to offer a Preliminary Multiple Subject credential program. A summary of LAPU's responses to the twelve [Eligibility Requirement Criteria](#) are provided in the table later in this agenda item. Please refer to the hyperlink for [LAPU's full response](#). Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided. Criteria 10, 11, and 12 have been summarized for the Commission's review and consideration. [Appendix A](#) includes

the eligibility requirement criteria, required information for each of the criteria and factors to consider for Criteria 10 through 12 as an institution prepares its response.

Initial Institutional Approval

IIA Process	Stage I	Stage II	Stage III	IV	V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Site Visit
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-3 years and hosts a focused accreditation site visit
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria	Submit responses to: • Preconditions • Common Standards	Submit responses to: • Program Standards	Institution must: • Collect data • Host focused site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full approval 2. Retain Provisional Approval with Additional Requirements 3. Deny Approval
IIA Status*	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally-approved but cannot offer programs

***May begin offering approved programs

Los Angeles Pacific University
Criterion 1 through 9

In accordance with the Commission adopted process determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9 as follows includes a staff review and recommendation.

Criterion	Staff Recommendation	LAPU's Response
Criterion 1: Responsibility and Authority	Aligned	<ul style="list-style-type: none"> • LAPU seeks to offer a Preliminary Multiple Subject credential program. • The Assistant Dean in Academic Affairs, Gordon Jorgenson, will be responsible for ongoing oversight of all educator preparation programs and will also manage the day-to-day operations. The position of Credential Program Coordinator will oversee communications with the clinical supervisors, master teachers, and credential analyst; however, until this position is filled, all communication will be routed through the Academic Dean, Craig Brewer. • LAPU has submitted a complete organizational chart indicating that the academic dean will report directly to the Chief Academic Officer/Vice President. • LAPU assures that the duties related to credential recommendations will be performed only by employees of LAPU and that these individuals will take part in the Commission training related to the recommendation process.
Criterion 2: Lawful Practices	Aligned	<ul style="list-style-type: none"> • Non-discrimination policies for LAPU's employees and candidates have been provided and will be placed in handbooks and on the program website.
Criterion 3: Commission Assurances and Compliance	Aligned	<ul style="list-style-type: none"> • LAPU provided assurances and stated that it: <ol style="list-style-type: none"> a) Will comply will all preconditions; b) Will submit all data reports and accreditation documents; c) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff; d) Will participate fully in the Commission's accreditation system and submission timelines; and e) In the event the program closes, will offer the program and meet all adopted standards until candidates complete, withdraw, are dropped, or are admitted to another program.

Criterion	Staff Recommendation	LAPU's Response
Criterion 4: Requests for Data	Aligned	<ul style="list-style-type: none"> • The Vice President/Chief Academic Officer, Wayne Herman, is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.
Criterion 5: Grievance Process	Aligned	<ul style="list-style-type: none"> • LAPU has provided a grievance process, which will be accessible to all candidates and applicants in the university catalog. • Candidates will receive the grievance policy and will acknowledge receipt of it during the orientation process.
Criterion 6: Communication and Information	Aligned	<ul style="list-style-type: none"> • LAPU's webpage will be accessible to the public without the requirement of login information. Once approved the university will activate the website to allow public access and will distribute program literature. In preparation for this activation, the university is actively developing a web page and program literature specifically for the educational preparation program. • LAPU will include the mission, governance, administration, and admission procedures on the website and program literature, including brochures.
Criterion 7: Student Records Management, Access and Security	Aligned	<p>Candidates will have access to their unofficial and official transcripts through a request to the Registrar's office or through the student portal. Graduates will receive one free official transcript when they obtain their degree or certificate of completion. A fee will be charged for additional official transcripts.</p> <p>Both student records and transcripts will be kept secure as follows:</p> <ul style="list-style-type: none"> • Transcripts will be kept digitally and will be regularly backed up. Transcripts will be kept indefinitely. • Records will be maintained at LAPU's main campus by the registrar's office. Any hard copy of student records will be kept in securely locked cabinets in the Registrar's Office which is not accessible to the public. • Admissions data and other records will be kept for a minimum of seven years. • The university retains student records up to five (5) years after graduation or date of last attendance

Criterion	Staff Recommendation	LAPU's Response
Criterion 8: Disclosure	Aligned	<ul style="list-style-type: none"> • LAPU will offer the credential through an online model. All of the credential program courses will be delivered online. Candidates will complete required fieldwork at their assigned school site, will video record these activities and send the videos to their supervisors electronically, from whom they will receive feedback and coaching on their performance. Candidates will interact with their supervisors and coursework faculty via electronic means. • While the program is being conducted online, candidates may visit the university's main office in San Dimas, California to meet with a success coach or program employees/administrators. • No outside organizations will be used to provide direct educational services.
Criterion 9: Veracity in all Claims and Documentation Submitted	Aligned	<ul style="list-style-type: none"> • An assurance signed by the President, John Reynolds, has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The letter also attests to an understanding that a lack of veracity is a cause for denial of initial institutional approval.

Criterion 10, 11 and 12

In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 10-12 include a staff summary of the institution's submission, but do not include a staff recommendation.

Criterion	Summary of LAPU's Responses
Criterion 10: Mission and Vision	<p>LAPU wishes to offer a Preliminary Multiple Subject credential program that will be embedded within LAPU's liberal studies bachelor degree program only. The mission and vision for the program is below. LAPU confirms that upon Commission approval, the mission and vision will be published on the website and in institutional documentation provided to candidates.</p> <p>Mission LAPU's mission and vision for the credential program are aligned with the institution's mission to provide quality education that enables students to achieve academic, career, and personal goals. The mission of the proposed Preliminary Multiple Subject credential program is to prepare candidates to teach all subjects in elementary school classrooms using an integrated</p>

Criterion	Summary of LAPU's Responses
	<p>approach that is grounded in California TK-12 standards and frameworks, so that candidates make a significant and positive impact on student achievement in diverse student populations.</p> <p>Vision The proposed Preliminary Multiple Subject credential program's vision is to provide candidates with a high-quality, faith-based course of study, grounded in California TK-12 standards and frameworks, current research, and effective practices, which nurtures candidates to be ethical and culturally-responsive educators.</p> <p>The program will provide candidates opportunities in various classroom settings with diverse learning populations including English learners and students with special learning needs.</p> <p>As stated in LAPU's vision, the educator preparation program will be based on California's TK-12 standards and frameworks, and the Elementary Subject Matter (ESM) alignment matrix will form the basis for the content that will be taught in each course.</p> <p>LAPU will conduct an annual program learning assessment process during which the program will undergo a thorough internal review. This annual review will allow faculty and the credential program coordinator to analyze and interpret data results in order to ensure that the program remains current with California's TK-12 standards.</p> <p>Since LAPU was designed as a university for the non-traditional college student, adult learning theory has been the foundation on which the program mission and vision, curriculum design, and instruction and assessment is based. LAPU uses the research of Knowles (1968) core concepts as the basis of all curriculum design, program review, and instruction and assessment. Knowles posited that adult learners bring unique experiences and understanding to the classroom, and should be instructed in such a way that utilizes these experiences. Some of these core ideas include:</p> <ol style="list-style-type: none"> 1. Adult learners have an established sense of self and are intrinsically motivated. 2. Adult learners' past experiences play a vital role in future learning. 3. Adult learning should be purpose driven. 4. Adult learners learn from peers as well as the instructor in the classroom.
<p>Criterion 11: History of Prior Experience and</p>	<p>LAPU was once a part of Azusa Pacific University (APU) which has been open for 118 years. In recent years, there have been challenges including an enrollment growth which is beyond the current 10,000 headcount. Any additional growth is</p>

Criterion	Summary of LAPU's Responses
Effectiveness in Educator Preparation	<p>restricted by the physical limitations of the APU facilities and the business model of a traditional residential liberal arts institution. On September 24, 2010, APU's Board of Trustees responded to the challenges of enrollment growth, accessibility, and affordability with the strategic decision to form Azusa Pacific Online University (APOU). The Board empowered APOU to depart from the traditional residential model and to embrace non-traditional, technology-mediated approaches to higher learning. APOU was charged by the APU Board of Trustees, and further affirmed by the APOU Board of Directors, to seek to become a separately accredited university. In 2014, the School of Adult and Professional Studies at APU was moved to APOU, and the institution was renamed Azusa Pacific University College.</p> <p>In May 2017, the APU Board of Trustees recognized that Azusa Pacific University College's enrollment growth and financial stability warranted seeking separate accreditation and the institution was subsequently renamed Los Angeles Pacific University (LAPU). In March 2018, LAPU was granted a six (6) year initial accreditation by WASC Senior College and University Commission (WSCUC). The Liberal Studies program at LAPU seeks to continue to train and support educators through its own Bachelor of Arts Liberal Studies with embedded Multiple Subject credential program, as it did when it was part of the Azusa Pacific University system. LAPU's educator preparation program will operate only in California.</p> <p>The Liberal Studies program, formerly the Human Development program when it was part of Azusa Pacific University, had long-standing relationships with schools, districts, and counties through the School of Education. As a program at Azusa Pacific University, the Liberal Studies program and the School of Education worked together to partner with California districts in order to place its candidates in fieldwork, student teaching, internships, and teaching positions. LAPU's Liberal Studies program and credential program is now building its own relationships with local districts. As an example, Baldwin Park Unified School District has agreed to partner with LAPU in the accreditation and program approval process. LAPU is also seeking the same type of partnerships with several other local school districts.</p> <p>LAPU has posted the third party invitation for comments on its website where the public and all stakeholders can access it. No comments have been received at this time.</p> <p>As required by this criterion, staff researched the possibility of any additional available information relevant to LAPU's application for IIA and found none.</p>

Criterion	Summary of LAPU's Responses
<p>Criterion 12: Capacity and Resources</p>	<p>LAPU has provided copies of recently audited financial reports for fiscal years ending June 2017 and 2018. They have also provided a proposed operating budget for the proposed credential program.</p> <p>LAPU has partnered with the Baldwin Park Unified School District (BPUSD). Preliminary meetings have been held and it has been agreed upon that student teaching/fieldwork placements for candidates from the LAPU preparation program will be provided. A Memorandum of Understanding with BPUSD is in process. LAPU is also seeking the same type of partnerships with several other local school districts with whom Azusa Pacific University currently has agreements.</p> <p>LAPU's program will be offered online. Its main campus will offer support services (enrollment, admissions, student financial services) which students can access either in person, via phone, or online. Both academic and student success services are offered through several student service offices throughout the university. Faculty members are encouraged to monitor the needs, concerns, and wellbeing of students in their classes and refer students in need to the appropriate university resources. The departments at LAPU that have primary responsibility for student services include Academic Affairs, Student Success, and Student Financial Services.</p> <p>Success Coaches will be trained specifically for the academic program in which the student is enrolled. The Success Coaches will support candidates with academic planning, course selection, educational goal attainment, and completion of the program. The Student Financial Services staff will provide services related to tuition planning, scholarship searches, entrance and exit counseling regarding student loans, and assistance with applying for the federal work-study program. Candidates will be able to access resources and support using LAPU's Career and Vocation Center. The institution's library (provided through Azusa Pacific University partnership) will offer students and staff a wide variety of resources including e-databases and research workshops. Candidates will have access to the support services provided by APU's Writing Center. The APU Writing Center includes support and tutorials in notetaking, APA formatting, etc. An IT department will also accommodate students, faculty, and staff with a full-time IT helpdesk available day, evening, and online.</p> <p>LAPU's course learning platform, Moodle, is equipped with a variety of built-in communication, collaboration, assessment, and evaluation tools used for online course delivery, group forums, discussions, sharing of resources, and more. All online candidates will be required to participate in the online orientation prior</p>

Criterion	Summary of LAPU's Responses
	<p>to taking their first online course. Candidates will also be required to meet weekly with their Success Coach during their first session of classes.</p> <p>LAPU's current teach-out plan requires the university to continue to staff and provide faculty, facilities, student services, and academic excellence to all remaining students. The university will continue this practice for the credential program and will allow all candidates, including first and second year, to complete the program and maintain access to all of the university's resources and services. In the unforeseen event LAPU is unable to accommodate all remaining students, whether due to internal decision or loss of accreditation, the university will work with its institutional partnerships for transferability. One option is LAPU's sister school, Azusa Pacific University, which has a similar program.</p>

Staff Recommendation

Staff recommends that the Commission consider the response to Eligibility Requirements submitted by Los Angeles Pacific University and take one of the following possible actions for the institution:

- 1) Grant Eligibility; or
- 2) Deny Eligibility.

If the Commission grants Eligibility, it may identify topics that it will be looking for in Stage III.

If the Commission denies Eligibility, it may identify what it sees as missing in the current submission in the event the institution decides to continue to work toward institutional approval.

If approved by the Commission, Los Angeles Pacific University will be allowed to move forward to Stage III, submission of Common Standards and Preconditions for review. Approval of Stage II will not authorize Los Angeles Pacific University to offer an educator preparation program that leads to a credential.

Next Steps

Based on the Commission's action, staff will take appropriate next steps related to the option chosen.

Appendix A

Criterion 10, 11, and 12

Eligibility Requirement, Required Information, and Factors to Consider

Criterion 10: Mission and Vision

Eligibility Requirement	Required Information	Factors to Consider
<p>An institution’s mission and vision for educator preparation is consistent with California’s approach to educator preparation.</p> <p>* A complete program design with significant detail included is not what is intended here as that will be submitted to ensure alignment with the Commission’s adopted program standards in Stage III. Rather, the intent is to provide the Commission with sufficient information to ensure that the institution’s philosophy and approach about educator preparation is consistent with California’s.</p>	<p>a) Statement of the institution’s mission and vision for Educator Preparation.</p> <p>b) A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates.</p> <p>c) Information about how the mission and vision for educator preparation reflects the institution’s commitment to California’s adopted state standards and frameworks for TK-12 students.</p> <p>d) Information that demonstrates the institution’s commitment to preparing candidates to work effectively with the full range of California TK-12 students.</p> <p>e) Statement that includes which educator preparation program(s) the institution will seek to offer.</p> <p>f) Information about the institution’s philosophical and/or theoretical framework or approach underlying the design of educator preparation.*</p> <p>g) If applicable, provide a description of the ways in which the proposed program for California would be similar or different from programs operated in another state.</p>	<p>a) To what extent did the institution provide a clear mission and vision for educator preparation programs that the institution seeks to offer to prospective California candidates?</p> <p>b) To what extent did the institution confirm that the mission and vision will be published on the website and in institutional documents provided to candidates?</p> <p>c) To what extent does the information about the institution’s mission and vision demonstrate the institution’s commitment to California’s adopted state standards and frameworks for TK-12 students?</p> <p>d) To what extent does the information about the institution’s mission and vision demonstrate the institution’s commitment to the health and success of all students?</p> <p>f) To what extent does the information provided about the proposed program design indicate that sufficient attention will be paid to both the theoretical foundations of teaching and learning and effective professional practice?</p>

Eligibility Requirement	Required Information	Factors to Consider
	h) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.	

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

Eligibility Requirement	Required Information	Factors to Consider
<p>Institutions seeking IIA must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience.</p> <p>CTC staff will research available information about the institution relevant to the application for initial institutional approval.</p> <p>Institutions must submit:</p>	<p>a) History related to its prior experience preparing, training and supporting educators within California or in other states.</p> <p>b) A list of all states and/or countries in which the institution is currently operating an educator preparation program and the status of the institution’s approval in each of those locations.</p> <p>c) If applicable, a copy of the most recent approval document (state approval/accreditation and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status.</p> <p>d) For institutions currently operating educator preparation programs in another state, data from the most recent 5 years indicating number of candidates enrolled in the institution’s programs and number who have completed program (taking into account the length of time of the program design).</p>	<p>a) Is there information that the institution has prior experience successfully preparing, training, and/or supporting educators or partnering with institutions that prepare educators?</p> <p>b) To what extent did the institution provide a complete and accurate list of all the states and/or counties in which it is operating an educator preparation program?</p> <p>c) Is there sufficient information that the entity is operating in good standing in other jurisdictions where it is/has sponsored educator preparation or other related work?</p> <p>d) To what extent does the data provided regarding completion indicate that most candidates are able to successfully complete the program in a timely manner?</p> <p>e) To what extent does the data provided indicate that candidates that complete the institution’s programs are likely to be employed as educators?</p>

Eligibility Requirement	Required Information	Factors to Consider
Proof of third party notification enlisting comments to be sent to: Input@ctc.ca.gov	e) If offering educator preparation program in other state, any information available on placement rates for candidates in the schools. f) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs. g) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and the services they received by the institution.	f) To what extent does the institution have either a positive history of working collaboratively with local educational partners and/or information that it will work collaboratively with local educational partners (for instance, TK-12 institutions working with feeder IHE programs or IHE programs working collaboratively with TK-12 employers) g) To what extent does the information provided indicate that candidates are satisfied with the institution and with the services they receive?

Criterion 12: Capacity and Resources

Eligibility Requirement	Required Information	Factors to Consider
An institution must submit a Capacity and Resources plan providing information about how it will sustain the educator preparation program(s) through a 2 – 3 year provisional approval (if granted) at a minimum. A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).	a) Copy of the most recent audited budget for the institution. b) A proposed operational budget for the educational unit. c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to: 1) The number and type of faculty (full time faculty, pt. time adjunct, etc.) and/or instructional personnel, including support providers and coaches if induction, who will be employed or used to provide services to candidates in the	a) To what extent did the institution provide information from a recent audit that indicates that the institution is economically stable? b) Does the information provided indicate that that the institution will provide adequate resources to operate effective educator preparation programs in the first 2-3 years of the program? c) Does the information provided indicate that the leadership, instructional personnel and support staff are capable of maintaining and delivering an effective educator preparation program.

Eligibility Requirement	Required Information	Factors to Consider
	<p>first 2-3 years of the program’s operation.</p> <p>2) The criteria or minimum qualifications for each of the positions listed above.</p> <p>3) If the institution applying is an out of state institution, provide all relevant information about how the instructional services will be delivered to candidates. For instance, will faculty and instructional personnel remain located in the home state and provide services via technology to candidates in California?</p> <p>d) If the institution applying is an out of state institution, the institution must provide all relevant information as to which of the educational services would be located outside of California. For instance, if candidates must go through the out of state offices in order to get financial aid services, the institution should provide that information to the Commission.</p> <p>e) Evidence of TK-12 partnerships for the purposes of providing fieldwork.</p> <p>f) Information demonstrating sufficient facilities and/or digital learning platforms for candidates.</p> <p>g) A plan to teach out candidates if, for some reason, the institution is unable to</p>	<p>d) To what extent did the institution provide clear information about which educational services would be located outside of California? And does the plan indicate that prospective California candidates would be well served by the plan?</p> <p>To what extent did the institution provide sufficient information to indicate that if any of the instructional services will be delivered from outside of California, that these services will meet the needs of prospective California candidates?</p> <p>e) To what extent did the institution provide information that demonstrates that it is working collaboratively with TK-12 schools to ensure appropriate fieldwork experiences for candidates?</p> <p>f) To what extent did the institution provide information that there will be sufficient facilities and/or effective digital learning platforms for candidates?</p>

Eligibility Requirement	Required Information	Factors to Consider
	continue providing educator preparation program(s).	g) To what extent did the institution provide a Teach Out plan that identifies, at least broadly what actions would be taken to ensure that the interest of enrolled candidates will be sufficiently addressed in the event of program and/or institution closure?