
4G

Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval 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 Common Standards and Program Preconditions for consideration and possible Provisional Approval.

Recommended Action: That the Commission grant Provisional Approval to Los Angeles Pacific University and set the Provisional Approval period to be three years.

Presenter: Hart Boyd, 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 III: Consideration of Provisional Approval for Los Angeles Pacific University

Introduction

This agenda item presents, as a part of the Initial Institutional Approval (IIA) process, Los Angeles Pacific University's (LAPU) responses to Stage III: Review to Determine Alignment with Preconditions and the Common Standards for consideration by the Commission on Teacher Credentialing (Commission) for Provisional Approval. The Preconditions have been reviewed by staff and have been determined to be aligned while the Common Standards responses have been reviewed by a team of Board of Institutional Review (BIR) members and have been deemed to be aligned. If granted Provisional Approval, the next step in the process would be the review of LAPU's responses to the program standards by a BIR team. When reviewers determine that the program standards are aligned, the proposed programs will be considered for approval by the Committee on Accreditation (COA). If approved, the institution may offer the program(s) for the provisional time period as specified by the Commission.

Background

California Education Code §44372(c), 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. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must first be approved as a new program sponsor.

At the December 2015 Commission meeting, the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the February 2017 Commission meeting. The process requires the satisfactory completion of five approval stages. The chart that follows indicates the various steps involved in the IIA process. The submission of Common Standards and Preconditions is Stage III of the five-stage process. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program once the program standards are found to be aligned by a BIR team and the proposed program is approved by the COA in Stage IV.

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

Los Angeles Pacific University 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 Provisional Approval from the Commission at this time. The application states that LAPU intends to seek COA approval to offer a Preliminary Multiple Subject credential program. LAPU intends to offer two pathways: a Liberal Studies and Multiple Subject integrated pathway, and a fifth year post-baccalaureate pathway. LAPU has completed Stages I and II, having been approved as an Eligible Institution by the Commission at its [September 2019](#) Commission meeting. This action allowed LAPU to move forward to *Stage III: Review to Determine Alignment with Preconditions and the Common Standards*.

Stage III: Review to Determine Alignment with Preconditions and Common Standards

In keeping with the Commission's process for IIA, LAPU submitted its responses to the Initial Program Preconditions, General Precondition 9, Program Preconditions, and Common Standards. The Preconditions have been reviewed by Commission staff and have been found to be met. In addition, two BIR members reviewed the Common Standards and have found them to be aligned.

A summary of LAPU's responses to the Initial Program Preconditions, General Precondition 9, and the Preliminary Multiple Subject Preconditions can be found below. The complete submission of [LAPU's Preconditions](#) is available on their website. It should be noted that all other applicable General Preconditions were met during IIA prerequisites and in *Stage II: Eligibility Requirements*.

Additionally, a summary of LAPU's responses to the Common Standards is included in this agenda item. The complete Common Standards document is available at [LAPU's Common Standards responses](#).

It is an important reminder that although the Preconditions and Common Standards in this agenda item can provide some indication of the design of the program the institution proposes to offer, detailed program information will be provided in the institution's responses to the program standards in Stage IV of the IIA process. The responses to the program standards will be reviewed by a team of qualified individuals to determine alignment to the program standards. Once reviewers have determined that the responses are aligned to the program standards, an agenda item will be brought to the COA for approval or denial of the proposed program.

Initial Program Preconditions

(1) Demonstration of Need

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

Meets Precondition: Yes

How LAPU Meets the Precondition:

LAPU notes that it currently offers an undergraduate Liberal Studies degree program and has graduated a total of 134 students to date. LAPU further notes that the majority of these graduates complete the program and then enroll in a Commission-approved credential program at another university which highlights the current need and interest for an approved program at LAPU.

LAPU further notes that even though its university office is located in San Dimas, CA, its online degree programs and proposed credential programs will offer opportunity for students throughout California to enroll in the university. LAPU's submission provides evidence that highlights factors contributing to California's teacher shortage, including decreased enrollment in educator preparation programs, teacher attrition, and an increase in the issuance of emergency waivers for underprepared teachers, particularly in low income areas.

In order to offset some of these shortages, LAPU intends to prepare teachers in a fully-online and accessible program that provides research-based instruction and hands-on learning experiences. LAPU has secured written assurances from contacts at both Baldwin Park Unified School District (BPUSD) and San Diego County Office of Education (SDCOE) that completers of LAPU's proposed program may be hired upon program completion.

(2) Practitioner's Participation in Program Design

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

Meets Precondition: Yes

How LAPU Meets the Precondition:

LAPU's submission notes that the proposed program was designed through a collaborative process between the assistant dean, the Advisory Council, and program faculty, all of whom have K-12 public school teaching experience in California. The Advisory Council is comprised of the following members:

- Director of Human Resources (SDCOE)
- Director of Student Achievement (BPUUSD)
- Teacher (La Sierra High School, Alvord Unified School District)
- Principal (Marianas Academy, Apple Valley Unified School District)
- Arts Integration Consultant (Burbank Unified School District, Los Angeles Arts Commission)
- Assistant Dean (LAPU)
- Program Development Coordinator (LAPU)

LAPU's submission indicates that at each stage of the program development process, LAPU sought feedback from stakeholder groups, including members of the Advisory Council, those within the larger educational community, and those who play a role in the formation of courses and program standards.

General Precondition #9

Faculty and Instructional Personnel Participation

All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement.

Meets Precondition: Yes

How LAPU Meets the Precondition:

LAPU's submission notes that it will require all faculty and instructional personnel, who regularly teach a course(s) in the proposed program, to actively participate in the public school system at least once every three years. The submission emphasizes that this requirement will be included in the job description, application process, as well as being a factor in faculty and instructional personnel evaluation.

Program Preconditions (Preliminary Multiple Subject)

(1) Limitation on Program Length

The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution. The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs.

Meets Precondition: Yes

How LAPU Meets the Precondition:

LAPU's submission notes that its proposed program shall be equivalent to no more than two years of full-time study, per Education Code 44259 (a) and (b)(3).

(2) Limitation on Student Teaching Prerequisites

No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7.

Meets Precondition: Yes

How LAPU Meets the Precondition:

LAPU's submission notes that its candidates will be allowed to enroll in student teaching after completing no more than nine semester units of professional program courses, and this can be seen evidenced in LAPU's course of study.

(3) English Language Skills

In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards.

Meets Precondition: Yes

How LAPU Meets the Precondition:

LAPU's submission notes that its candidates will be prepared to teach children with developing English language skills by taking three specific courses, two of which include fieldwork with children with developing English language skills. LAPU candidates will further demonstrate competency through the completion of the CalTPA.

Note: The teaching of English Learners will be reviewed in greater detail by BIR members in the program submission in Stage IV.

(4) Undergraduate Student Enrollment

Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course.

Meets Precondition: N/A

How LAPU Meets the Precondition:

Not applicable.

(5) Program Admission

The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria:

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program

Meets Precondition: Yes

How LAPU Meets the Precondition:

LAPU's submission notes that all candidates admitted to the proposed program will be assessed in relation to subject matter preparation. LAPU provided the admission requirements that must be met by candidates intending to enroll in just the Multiple Subject credential program pathway prior to beginning the program. These include the following:

- Evidence of or having completed a Commission-approved Elementary Subject Matter program or having passed or registered for, at minimum, one Multiple Subject CSET subtest.
- Evidence of completion of a bachelor's degree from a regionally accredited institution.

LAPU has also included the admission requirements for candidates intending to enroll in the Liberal Studies degree and Multiple Subject credential pathway, including the following:

- Evidence of having passed, attempted, or registered for the Multiple Subject CSET prior to beginning the credential portion of the integrated program.

(6) Subject Matter Proficiency

The approved preliminary teacher preparation program sponsor determines that each candidate meets the Subject Matter Requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school. Reference: Education Code Sections 44259 (b) (5).

- For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.

Meets Precondition: Yes

How LAPU Meets the Precondition:

LAPU notes that all candidates enrolled in the proposed program will be regularly monitored by program staff for CSET passage. LAPU's submission notes that the passage of all Multiple Subject CSET subtests must be completed by all candidates prior to student teaching.

(7) Completion of Requirements

A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to:

- Possession of a baccalaureate or higher degree for Preliminary Multiple Subject credential candidates, and for Preliminary Single Subject candidates, possession of a baccalaureate degree in a subject other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates)

Meets Precondition: Yes

How LAPU Meets the Precondition:

LAPU's submission notes that the credential analyst and program director will review each candidate's record and assure that all legal requirements are met prior to recommending the candidate for the Preliminary Multiple Subject credential. LAPU will verify the following:

- Possession of a baccalaureate degree from a regionally accredited institution
- Completion of the basic skills requirement (CBEST or other equivalent option)
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement (Multiple Subject CSETs or Commission-approved Elementary Subject Matter program)
- Demonstration of knowledge of the principles and provisions of the U.S. Constitution (HIS 420-United States History and Constitution)
- Passage of the Teaching Performance Assessment (CalTPA)
- Passage of the Reading Instruction Competence Assessment (RICA)

Common Standards Responses

All responses to the Common Standards have been deemed to be aligned by a team of BIR-trained reviewers. Information and Excerpts from LAPU's Common Standards submission can be found below. The [2015 Common Standards](#) can be found on the Commission website.

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

The vision of LAPU's proposed Preliminary Multiple Subject program "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, culturally-responsive educators." LAPU's submission notes that coursework in the proposed program will be aligned to the Teaching Performance Expectations (TPEs) and Commission-adopted standards and candidates will demonstrate TPE competence through coursework, supervisor observations, a digital and/or physical portfolio, and the CalTPA.

LAPU provided access to its Employee Handbook for the university which highlights a commitment to delivering its educational programs to a variety of people from different backgrounds, while removing affordability and accessibility barriers. Furthermore, the diversity statement contained within the handbook notes that LAPU "support(s) a diverse university across lines of race, ethnicity, gender, socioeconomic status, class, age, and ability." The program proposal further notes that these elements at the university level are also reflected in the proposed program's vision and mission statements.

LAPU also provided access to its Academic Affairs Handbook which details the university's organizational structure, which will support the operation and organizational structures of the program. The handbook also notes that Professional Development and growth expectations drive the evaluation of faculty and academic staff.

LAPU actively involves relevant stakeholders in the organization, coordination, and decision-making of the proposed program. Stakeholders include the following: assistant dean, program director, credential analyst, placement coordinator, CalTPA coordinator, clinical supervisors/master teacher, teaching faculty, e-learning personnel, success coach, and program Advisory Council members. LAPU has provided access to a stakeholder document which details the roles and involvement of each of these stakeholder groups.

LAPU notes multiple measures taken to engage with P-12 colleagues and school districts in California. This engagement consists of the following:

- An Advisory Council, consisting of LAPU representatives, a San Diego COE executive, a principal from a local elementary school, and a director of curriculum from a local school district, meets three times annually. Members discuss curricular issues, program design and deployment, ways to engage in meaningful partnerships with school districts, and any prospective program challenges.
- Working with field supervisors who will be supervising prospective candidates in their placements. LAPU assures that these will all be accomplished teachers with vast experience in P-12 settings.
- Ensuring that the eventual placement coordinator will have significant opportunity to establish relationships with districts throughout California as a means of determining schools for candidate placements.
- Since many LAPU courses are taught by adjuncts, LAPU intends to recruit and retain adjuncts with significant P-12 teaching and/or administrative experience and will include a section on relevant P-12 experience and expertise in the job descriptions for adjunct faculty in the prospective program.

LAPU's submission states that institutional leadership is and will be committed to investing resources to develop and roll-out the proposed program. In addition to pledged budgetary resources, the institution will provide the following:

- Human resources
- Academic advisors
- Admissions and financial aid
- Professional development
- Field supervision
- Placement offices

LAPU's assistant dean has been appointed to lead the unit and will oversee the day-to-day operations of the proposed program and will serve as the liaison to institutional leadership and the Commission.

LAPU has provided job descriptions for several positions as a well as a link to the institution's website to demonstrate its commitment to hiring and retaining faculty and support personnel who represent and support diversity and excellence. Job descriptions have been provided for the following:

- CalTPA Coordinator
- Adjunct Faculty
- Clinical Supervisor
- Credential Specialist
- Placement Coordinator
- Program Director

LAPU will employ, assign, and retain only qualified persons to teach courses, provide professional development, and supervise field-based experiences. LAPU notes that each program employee will be evaluated annually for a group of university-wide competencies and will craft individual goals based upon the following:

- Fulfilling Commission requirements for their position;
- Participating fully in university assessment and review;
- Maintaining currency in credential requirements, including policies and procedures for testing, teaching performance assessments, placement and fieldwork, technology, teaching performance expectations, content standards, and credential program standards; and
- Demonstrating knowledge of and commitment to diversity in society.

LAPU's credential monitoring process will provide each candidate with a personalized plan and timeline for program completion that will be developed by the candidate in conjunction with the academic advisor and program director. This process will ensure that candidates who will be recommended for a credential have met all requirements.

Common Standard 2 – Candidate Recruitment and Support Preparation

LAPU has provided a Candidate Advisement and Assistance document detailing its commitment to recruiting and retaining candidates from diverse backgrounds in order to prepare educators to engage and support diverse student populations in the classroom. LAPU's submission notes that the proposed program will purposefully recruit candidates throughout California to reflect the cultural, ethnic, and socioeconomic diversity within the state. LAPU further suggests that due to the proposed program's online delivery, accessibility barriers will be removed to prospective candidates.

LAPU candidates will be provided with appropriate information through the university's website and through advising appointments with program personnel to ensure that candidates are provided with a clear pathway to program completion. Furthermore, LAPU will ensure that each candidate has met all program requirements prior to being recommended for a credential. These requirements include, but are not limited to the following:

- Completion of the undergraduate (Liberal Studies) portion of the program or providing evidence of a bachelor's degree from a regionally-accredited university
- Completion of the basic skills requirement
- Demonstration of subject matter competency (CSET or completion of a Commission-approved subject matter program)
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the two instructional cycles of the CalTPA
- Passage of RICA
- Issuance of a Certificate of Clearance
- Technology course or equivalent
- Health course or equivalent

- CPR Requirement
- Successful completion of all required program coursework and fieldwork

LAPU candidates in need of remediation will be provided with online support in the areas of coursework, fieldwork, CalTPA and RICA. Additionally, all candidates will receive advising from multiple sources (e.g., academic advisors, faculty, field supervisors, cooperating teachers, credential analysts, etc.)

LAPU will monitor candidate progress through multiple measures, including tracking each candidate's course completion, advising appointments, and performance on required assessments. LAPU will implement a system for those candidates needing additional assistance at various stages throughout the proposed program. Depending on the level of assistance required, candidates may receive assistance from academic advisors, the CalTPA coordinator, clinical supervisors, or associate dean (or designee).

Common Standard 3 – Course of Study, Fieldwork and Clinical Practice

LAPU notes that its proposed program was developed in alignment with Commission requirements for fieldwork and clinical practice. LAPU will ensure that candidates are placed with site-based supervisors certified and experienced in teaching the specified content or performing the services authorized by the credential sought. Site-based supervisors and program supervisors will receive ten hours of professional development training prior to assuming their respective roles.

LAPU has provided its selection criteria for selecting site-based supervisors, which includes but is not limited to the following:

- Valid clear teaching credential with English Learner authorization
- Minimum 3 years of successful teaching experience
- Knowledgeable in support strategies for English learners and students with special needs
- Knowledgeable in the TPEs
- Knowledgeable in current educational theory and practice
- Pedagogical expertise, strong content knowledge, and positive communication skills
- Appreciation and understanding of cultural and linguistic diversity in students and community

Site-based supervisors for LAPU's proposed program will be recruited based on a willingness to provide effective and knowledgeable support for candidates and according to requirements for subject matter, experience, and certifications. Continued employments will be contingent upon maintaining eligibility based on Commission requirements. These site-based supervisors will undergo a training process on the expectations for candidate supervision and will be evaluated and recognized through annual performance evaluations.

LAPU's site-based supervisors will also be selected based upon their ability to effectively communicate, model effective instruction, collaborate with colleagues at all levels, and design and deliver curriculum using the state-adopted academic content standards.

LAPU anticipates finding diverse classrooms for candidate placements due to California's diversity. LAPU notes that one of the responsibilities of the placement coordinator will be to ensure that all candidates are placed in classrooms with diverse student populations, including English learners and students with special needs.

Common Standard 4 – Continuous Improvement

LAPU will regularly and systematically collect, analyze, and use candidate and program completion data to improve the proposed program and its services. LAPU has provided a document called "BALIBS + Multiple Subject Credential Standards for Program Excellence" which details the criteria LAPU will use to maintain program quality. The document lists the various sources of qualitative and quantitative data that will be collected, analyzed, and used to make modifications to the proposed program. Sources of data will include, but are not limited to, the following:

- Incoming demographic, employment, and academic data of prospective candidates
- Candidate's course participation, assignments, and assessments
- Candidate program portfolios, which will include TPA scores, RICA scores, and other state and national data the proposed program will be required to report
- Clinical supervisor evaluations of candidates, including observations and one-on-one meetings
- Site-based supervisor evaluations of candidates, including observations and one-on-one meetings
- Mid-program and exit interviews with candidates
- Candidate, faculty, clinical supervisor/master teacher surveys
- Annual review of support staff
- Annual review of instructional personnel
- Advisory Council meetings
- Ongoing collaboration with practitioners on courses, fieldwork, and program components
- Annual data submissions
- Commission-sponsored surveys
- Local survey data

LAPU submitted a plan for a multi-year assessment cycle schedule that specifies the unit assessment activities, when they occur, and who is responsible for the collecting, analyzing, and determining program modifications.

Common Standard 5 – Program Impact

LAPU notes that candidates will demonstrate knowledge and skill competency through a variety of assessments which will evaluate and show candidate efficacy in educating and supporting a diverse student population. Assessments will include coursework, performance in field and clinical practice, CalTPA, RICA, and the CSETs.

LAPU will solicit frequent stakeholder feedback regarding the positive impact of the proposed program. Stakeholders being requested for feedback will include: unit employees, site supervisors, clinical supervisors, Advisory Council members, and candidates. LAPU will analyze the feedback and make any program modifications based on this feedback as needed.

Staff Recommendation

The Board of Institutional Reviewers has found the Common Standard responses to be aligned and staff has found the Preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval for Los Angeles Pacific University.

Granting Provisional Approval would allow Los Angeles Pacific University's proposed Preliminary Multiple Subject program to be reviewed by the Board of Institutional Review and, if aligned, by the Committee on Accreditation for potential program approval in Stage IV.

Staff recommends that if Provisional Approval is granted to LAPU by the Commission, the period of Provisional Approval be three years. After three years, an institution will have had an opportunity to have a cohort complete the program and the institution will have three years' worth of data that includes completers of the program. The report from the Focused Site Visit will be brought to the Commission for consideration of Full Approval for LAPU in State V.

Next Steps

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