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Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for Cambridge College

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Cambridge College'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: Poonam Bedi, 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 Cambridge College

Introduction

As part of the Initial Institutional Approval (IIA) process, a prospective program sponsor, Cambridge College, has submitted responses to the Eligibility Requirements for consideration and possible approval by the Commission on Teacher Credentialing (Commission). Cambridge College is a private, non-profit institution based in Boston, Massachusetts and accredited by the New England Commission of Higher Education with three graduate schools: the School of Education, School of Management, and School of Psychology and Counseling. Cambridge College also offers programs in Puerto Rico, California, and online. Approval of Stage II allows an institution to move forward to Stage III in which Common Standards and Preconditions will be submitted for review. Approval of Stage II 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 IIA process. At the December 2015 Commission 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 2017 Commission meeting. A chart detailing the five stages of the IIA process is provided on the following page.

This agenda item presents for consideration one institution of higher education (IHE) seeking to become a program sponsor. It is an important reminder that approval of the institution for Stage II does not permit the institution to offer the proposed programs. In addition, although there is important information about the proposed programs contained in the submission for Stage II, review of the Common Standards and applicable program Preconditions and standards have not yet occurred.

Cambridge College

Cambridge College seeks IIA in order to offer the following credential programs through both traditional and intern pathways: Preliminary Multiple Subject, Preliminary Single Subject: Math, Preliminary Education Specialist: Mild/Moderate, and Preliminary Education Specialist: Early

Childhood Special Education. These programs would be offered on the Chaffey Community College campus in Rancho Cucamonga, California where Cambridge College currently offers 36 degree and 19-non degree programs. Cambridge College also has administrative offices that are in the same city. Please note that subsequent references in this item to Cambridge College’s operations in Southern California – “Cambridge College Southern California Campus” – are a reference to the non-licensure programs they already operate, and the proposed programs they seek to offer, on the Chaffey Community College campus. Summaries of Cambridge College’s responses to the twelve [Eligibility Requirement Criteria](#) are provided below. [Cambridge College’s full response](#) is also available. Criteria 1 through 9 have been reviewed by staff, with a recommendation of aligned. Criterion 10, 11, and 12 have been summarized for the Commission’s review and consideration.

Five Stages of the Initial Institutional Approval Process Chart

Cambridge College is seeking approval of Stage II as highlighted in the chart below.

IIA Process	Stage I	Stage II	Stage III	Stage IV	Stage V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Provisional 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 2-4 years and hosts a provisional 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 provisional site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team & COA
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 program

Criteria 1 through 9

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

Criterion 1: Responsibility and Authority

Staff Recommendation: Aligned

- Cambridge College is proposing to offer the following credential programs: Preliminary Multiple Subject, Preliminary Single Subject: Math, Preliminary Education Specialist: Mild/Moderate, and Preliminary Education Specialist: Early Childhood Special Education which will all be delivered through the Cambridge College Southern California Educator Preparation Program (CCSC EPP) on the Southern California campus in Rancho Cucamonga, California.
 - The Provost and the Dean of the School of Education are responsible for ongoing oversight of all educator preparation programs. Specifically, the Dean of the School of Education in Massachusetts, Interim Dean Dr. Mary Garrity, will be responsible for oversight of the proposed programs in California. Dr. Garrity reports to Dr. Jerry Ice, Interim Provost and Vice President of Academic Affairs. These individuals are based in Massachusetts.
 - The Regional Center Director of Cambridge College's Southern California campus, Rita Clemons, serves as the program's Certification Officer. This position reports directly to the Provost in Massachusetts and will be responsible for the day-to-day operations of the proposed programs. This individual is based at the Cambridge College Southern California Campus.
 - The Program Coordinator, when hired, will report to the Regional Center Director. This individual, also based at the Cambridge College Southern California Campus, will serve as the onsite academic lead for the CCSC EPP and will assume the responsibility of candidate placements and affirming that program completers have met all requirements for the credential being sought.
 - Cambridge College has submitted a complete organizational chart that indicates the proposed programs will be housed within the Cambridge College Southern California Educator Preparation Program (CCSC EPP) on the Chaffey Community College campus.
 - The CCSC EPP is housed under the School of Education (SOE) which operates only in Massachusetts.
 - SOE Dean Garrity assures that the duties related to credential recommendations will be performed only by employees of Cambridge College and that these individuals will take part in the Commission training related to the recommendation process.
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Criterion 2: Lawful Practices

Staff Recommendation: Aligned

- A non-discrimination policy for the institution's **employees** is provided in job posting recruitment materials, faculty handbook, employee handbook, and on Cambridge College's website.
- A non-discrimination policy for the institution's **candidates** is provided in the academic catalog, student handbook, and on the website. Cambridge College states that, upon enrollment, candidates will be asked to sign a document indicating that they have read the reference to the unlawful discrimination policy.

Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

- Cambridge College provided assurances, signed by Dean Garrity, that state the institution:
 - a) Will comply with 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 all candidates complete, withdraw, are dropped, or are admitted to another program.

Criterion 4: Requests for Data

Staff Recommendation: Aligned

- The Program Coordinator 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

Staff Recommendation: Aligned

- Cambridge College has provided a grievance process which will be accessible to all candidates and applicants on the website and in the academic catalog, student handbook (also available on the website), and Student Consumer Information Guide.
- Cambridge College states that candidates will be informed of the grievance process as part of orientation and advising for program enrollment. During orientation, the grievance process will be provided, at which time candidates will be asked to sign a document

indicating they have read the process and are aware that it is in the student handbook. The signed documents are filed in the student's record prior to the start of the program.

Criterion 6: Communication and Information

Staff Recommendation: Aligned

- Cambridge College has a website that is currently accessible to the public without the requirement of login information. The webpages specific to the proposed programs will be designed in the same public and accessible manner.
- Cambridge College currently maintains information pertaining to the mission, governance, administration, and admission procedures on their website.
- Cambridge College also provides information about programs through program information sheets. These program information sheets, which are available on their website, contain information about that particular program such as the number of credits, program length, program outcomes, course list, and an institutional contact. If approved, information regarding the proposed programs will be made available through program information sheets, that will mirror those that currently exist. Also, program Enrollment Agreements that are consistent with California's Bureau for Private Post-Secondary Education (BPPE) regulations will be created. Information will also be displayed on the webpage(s) specific to the proposed programs, the Academic Catalog, and admission materials. This information, in addition to critical information regarding support teams, services, events available to candidates, and academic and program expectations will be delivered during orientation by the chairs, coordinator, and faculty of the program.

Criterion 7: Student Records Management, Access, and Security

Staff Recommendation: Aligned

- Through the online MyCC self-service web portal, candidates will have access to transcripts and/or documents for the purpose of verifying academic units and program completion. This portal also allows for candidates to view and print grade reports and unofficial transcripts. For official transcripts, candidates can download and complete a Transcripts Request Form. Candidates may then submit the form in person to the Student Service Coordinator at the Cambridge College Southern California campus who will forward it to the Registrar on the main campus.
- Cambridge College notes that copies of all student records and supporting documents will be maintained at the Cambridge College Southern California campus under the supervision of the Regional Center Director who works with the Registrar to ensure that records are complete and accurate. Official candidate records will also be maintained in the Registrar's Office at the address of the main Cambridge College location: 500 Rutherford Avenue, Boston, Massachusetts 02129. Candidates can access these records by following the procedures to request official and unofficial transcripts as described above.

- Candidate records will be kept securely in specially designated cabinets in areas not accessible to the public. Cambridge College states that, as required by California regulations, paper files are maintained in locked cabinets in a dedicated records room. This room is accessed by administrative staff. Digital records are maintained in the Jenzabar centralized database system. Paper records are maintained for five years after program completion and/or withdrawal. Records are destroyed through a contracted shredding service. Additionally, Cambridge College asserts that they adhere to all FERPA policies related to student record access and confidentiality.

Criterion 8: Disclosure

Staff Recommendation: Aligned

- The delivery model for the proposed programs will be a combination of in-person, hybrid, and online courses within a cohort-based model. Classes are traditionally conducted on the weekends to accommodate candidates who are teaching and/or working and are offered during eight-week intensive sessions. Cambridge College is a tri-semester institution (fall, spring, and summer). Biweekly in-person meetings are enhanced through ongoing support from and access to faculty.
- In-person classes will be conducted on the Chaffey Community College campus where all facilities are accessible and meet Americans with Disabilities Act (ADA) standards.
- Cambridge College has partnerships with the following local education agencies (LEAs), which have submitted letters of support, and proposes using schools within these districts as clinical sites for the clinical practice placements of the proposed programs, and, as needed classroom facilities for course meetings:
 - Ontario-Montclair Unified School District
 - Pomona Unified School District
 - Victor Valley High School District
 - San Bernardino County Office of Education
- Cambridge College states that they will seek additional partnerships as needed to support candidates. The proposed programs will partner with local schools to provide on-site educator professional development to the candidates. Candidates will attend faculty meetings and morning/afternoon professional development workshops at their pre-practicum and practicum school sites.

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

- An assurance signed by Dean Garrity 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 10: Mission and Vision

- The mission and vision of Cambridge College in Massachusetts are as follows:
 - Mission: To provide academically excellent, time-efficient, and cost-effective higher education for a diverse population of working adults for whom these opportunities may have been limited or denied.
 - Vision: Cambridge College will be the leader in educating and preparing adult learners to succeed professionally in a competitive global economy; to contribute to their communities; and to promote social justice.
- Cambridge College's School of Education based in Massachusetts has the following mission:
 - To provide educators in public and private schools and colleges with the knowledge, skills, and values necessary to enable their students to excel academically and socially.
- The mission and vision of Cambridge College's proposed programs are as follows:
 - Mission: To develop educators who recognize diversity as an asset as they prepare and deliver innovative, academically excellent and accessible programs so that ALL students are equipped to compete in a global economy, contribute to their communities, and promote social justice.
 - Vision: To prepare educators to ensure that ALL students are prepared for college and career in an atmosphere of cultural relevance serving the needs of diverse populations.
- The mission and vision of the proposed program, according to Cambridge College, will be published on the website and in institutional documents provided to candidates.
- Cambridge College states that the mission and vision of the proposed programs were developed in collaboration with the newly formed Advisory Council, comprised of representatives from California PK-12 districts and institutions of higher education, and reflect California's adopted state standards and frameworks for PK-12 students.
- Cambridge College asserts that they are committed to preparing candidates to work effectively with the full range of California PK-12 students because of the institution's core values around diversity and building community. Candidates will participate in fieldwork experiences that provide opportunities to work with various grade levels and students that are economically, ethnically, and academically diverse. Coursework will emphasize culturally responsive curriculum, inclusive classrooms, project-based learning, collaboration, interdisciplinary curriculum and personalized learning. Coursework and fieldwork are designed to promote teaching competencies, including developmentally appropriate strategies for supporting English-language learners, standard English learners, and students with disabilities.
- As previously noted Cambridge College seeks to offer the following preliminary credential programs: Preliminary Multiple Subject, Preliminary Single Subject: Math, Preliminary

Education Specialist: Mild/Moderate, and Preliminary Education Specialist: Early Childhood Special Education through both intern and traditional student teaching pathways.

- Cambridge College notes that the design of the proposed programs considers the unique needs of adult learners and is based on a philosophical approach to meet those needs in many ways. The institution asserts that their programs are based on the knowledge that working adults may have had limited or denied opportunities for higher education and that their teaching and learning model helps adult students meet the challenges of higher education and earn the degree credentials they need to advance their careers.
- Cambridge College operates programs in Massachusetts (with the main campus in Boston and satellite campuses in Springfield and Lawrence, also in the state), Southern California, Puerto Rico, and online. As verified by staff, Cambridge College currently offers credential programs in Massachusetts that are approved by the Massachusetts Department of Elementary and Secondary Education. The institution notes that the California and Massachusetts education preparation programs will be similar in that they will share the same Curriculum Committee, same expectations around pre/practicum experiences, the teaching and learning model, professional development for faculty, and values/mission/vision. The educator preparation programs that are being proposed in California, Cambridge College states, will differ from those offered in Massachusetts as the curriculum will be based on California frameworks and standards and align to California's subject matter competency matrix to meet the diverse needs of California learners. The institution notes that this is done with the intention that candidates will go on to teach in a California school, and they must be prepared in the subject matter, instructional practices, and equitable mindsets to do so. Additionally, programs and courses are offered based on local interest and enrollment.

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

- Cambridge College was established in 1971 as the Institute of Open Education at the Newton College of the Sacred Heart. After merging with Boston College, the Institute affiliated with Antioch College/Antioch Graduate Center (which is now the Antioch University of New England located in New Hampshire). In March of 1981, the name was officially changed to Cambridge College/Institute of Open Education and the institution became accredited by the New England Association of Schools and Colleges in June 1981. The name was officially changed to Cambridge College in 1986.
- Cambridge College operates in Massachusetts, Puerto Rico, and California with [accreditation approval](#) for each location. The New England Commission of Higher Education (NECHE), (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, NEASC), accredits the College. The last accreditation was conducted by NEASC in 2016 with approval for all locations, including Southern California, granted for 10 years through 2026. As a private institution operating in California, Cambridge College is also regulated by, and states that it maintains compliance with, all requirements of the California Bureau for Private and Post-Secondary Education (BPPE). The

BPPE conducted its most recent qualitative review in 2017 as part of its oversight and continues approval of the Cambridge College Southern California programs.

Cambridge College in Massachusetts:

- Cambridge College states that, since its inception, the institution has prepared educators at all levels with certifications and graduate level degrees in a variety of areas, including Elementary Education, English as a Second Language (ESL), Autism Specialist, Teaching Skills and Methodology, School Nursing, School Administration, and Moderate Disabilities. According to [Cambridge College's Educator Preparation Program Provider \(EPPP\) profile](#) on the Massachusetts Department of Elementary and Secondary Education (DESE) website, the institution is approved to offer 15 initial programs (including two administrator, three professional support personnel, and ten teacher programs) and two professional programs. The 2018-19 Massachusetts Department of Elementary and Secondary Education (DESE) Formal Review Report lists that the Cambridge College provided the following list of seven licensure programs, offered by Cambridge College's School of Education, as part of an organization overview: Elementary, Early Childhood, Moderate Disabilities, Science, Mathematics, ESL, Administration, and Health/ Family/ Consumer Science.
- Cambridge College also provided the following information as part of an organization overview: "classes support connections between theory and practice, critical thinking, communication, and decision-making and are designed to assist educators in being responsive, capable, and discerning leaders in the schools, districts, and communities served." Cambridge College claims that these strengths, resources, and practices will be revised to reflect specific elements of the proposed educator preparation programs on the Southern California campus and will serve as the foundation to ensure alignment and adherence to California and Commission requirements and expectations. Staff has confirmed the [educator preparation programs Cambridge College is approved to operate in Massachusetts](#) as listed on Massachusetts' Department of Elementary and Secondary Education website.
- The approval recommendation by the Massachusetts DESE in 2018-19 was "Formal Approval" and, as noted in the formal report, "A program that has been granted formal approval is recognized by the state to have met all standards for preparing effective educators in Massachusetts. Approved programs are authorized by the state to endorse candidates for licensure with full reciprocity benefits." Here, it is important to note that the Massachusetts DESE categorizes its Program Approval standards into six domains, five of which are evaluated at the unit level. These domains include: the Organization, Partnerships, Continuous Improvement, the Candidate, and Field-Based Experiences, and Instruction. As such, the Massachusetts DESE 2018-19 review report provided for the following explanation for the approval recommendation:
 - CC has received full approval because evidence generated throughout the offsite and onsite portions of the 2018-19 Formal Review indicates that, while there are some weaknesses, CC also has strengths relative to its work preparing educators. DESE rated CC "Proficient" in most domains, including

Organization, Partnerships, and Field-based Experiences, as well as the School Support Personnel, and Teachers Instruction domains. The remaining domains (Continuous Improvement, Candidate, and Administrators Instruction domain) were rated “Needs Improvement.”

- Cambridge College provided enrollment, completion, job placement, and employment data from the most recent five years of the Massachusetts School of Education program. Candidate enrollment ranged between 150 – 300 in the past five years with an average 60 percent completion rate. The institution also stated that the 2016 NEASC Accreditation report notes “School of Education and SOPC graduate placement rates in Massachusetts Public Schools are reported in Edwin Analytics [State of Massachusetts reporting tool] for its initial teacher licensure programs, based on data for the most recent year. These data show that 72 percent of recent graduates were able to obtain a job in a Massachusetts public school, on par with the statewide average of 73 percent.” The Massachusetts DESE 2018-19 Formal Review Report of Cambridge College notes a similar statistic: “74 percent (n=331) of Cambridge College initial licensure completers are employed in Massachusetts, 36 percent achieving professional status.” Professional status meaning that a completer has an advanced or “Professional” license which a candidate is eligible for after obtaining their initial license for at least three years and completes additional graduate coursework.

Cambridge College in Southern California:

- The following excerpt from Cambridge College’s Eligibility Requirements notes the institution’s history in California:
 - In 2005, the Inland Empire (Southern California) Regional Center was launched to offer a comprehensive list of degrees and programs (BA, BS, M.Ed., CAGS, and MM) in California. Sometime thereafter, however, the California Bureau for Private and Postsecondary and Vocational Education sent an email to all out-of-state colleges announcing that if out-of-state colleges were not accredited by the Western Association of Schools and colleges (WASC), educator preparation licensure/credential program students would not be able to successfully apply for licensure credentials. What ensued was a transition period for the Regional Center, the School of Education, and the College to meet the needs of enrolled educator prep/credential students and resolve complaints, which students filed with the Massachusetts Bureau of Higher Education (BHE). When the College fully analyzed the impact on students, considerable efforts were undertaken to address student needs. In collaboration and consultation with the BPPE and the California Commission, a resolution, which leveraged the Interstate Reciprocity Agreement, was identified, requiring first that students complete Massachusetts’s licensure requirements to benefit from the reciprocity agreement. To ensure program completion and credential certification in Massachusetts, students were flown to Massachusetts (at college expense) to participate in Massachusetts Tests for Educator Licensure (MTEL)

preparation workshops. Students were also given several options to take the MTEL in Massachusetts, Los Angeles, or other California cities. Students who passed the MTEL were then endorsed by Massachusetts DESE (Department of Elementary and Secondary Education) and became eligible to receive credentials from California as part of the Interstate Reciprocity Agreement. Following the approved teach out plan, the College closed the educator preparation credential program and teach outs were concluded in Fall 2009.

- Based on this experience, the College has taken the past 10 years to adjust staffing, increase its awareness and understanding of California practices and policies, and to strengthen all aspects of its programs and proposed offerings to ensure full alignment and compliance with California requirements and expectations.
- The submission of this application reflects the extent to which this proposed educator preparation program will leverage all resources and experiences to successfully implement an effective program that meets the educational needs of students and adults in California and that will meet all Commission requirements and expectations.
- The Cambridge College Southern California campus, as asserted in the Eligibility Requirements, has leveraged the main campus offerings to create locally-offered education undergraduate and graduate degree programs in Early Childhood Education and Care, Autism/ Behavior Analyst, and Teaching Skills and Methodology. These programs are noted in the Bureau for Private Postsecondary Education [Approved Educational Program List](#) for Cambridge College, Inc. Rancho Cucamonga, California campus. This is a list of 36 degree programs and 19 non-degree programs/certificates with program approval dates ranging from October 30, 2014 through May 30, 2018.
- Cambridge College states that their Southern California campus has developed working relationships with many local educational partners, including Ontario-Montclair, Pomona Unified, and Victor Valley Union High school districts, the San Bernardino County Office of Education, and non-formal educators in the region, such as Black Voice Foundation. One example is, in May 2017, the Cambridge College Southern California campus collaborated with the Pomona Unified School District to offer Early Education courses for child development teachers who needed local courses. Another example is the collaboration with the Inland Empire's Black Voice Foundation and its Underground Railroad tour program has led to the creation of an Empathy Certificate. The Empathy Certificate was approved by the California Bureau for Private Postsecondary Education on October 22, 2019.
- None of Cambridge College's programs in California lead to licensure in Massachusetts.

Cambridge College in Puerto Rico:

- Cambridge College noted the following in their Eligibility Requirements submission:
 - "Cambridge College Puerto Rico is also authorized by the Puerto Rico Board of Postsecondary Institutions and recognized by the Department of Education" and

“the Puerto Rico program, like offerings at locations outside of Massachusetts, is non-licensure and conforms to the specific authorizations of Puerto Rico.”

- Cambridge College has been in operation in Puerto Rico since 2003.
- Cambridge College has posted the third-party notification for stakeholder and public comments on their website. The Commission has received no comments at this time.
- As required by this criterion, staff researched the possibility of any additional available information relevant to Cambridge College’s application for IIA and found that the institution acquired a for-profit institution, the New England College of Business and Finance, in Spring 2020.

Criterion 12: Capacity and Resources

- As evidence of capacity and resources, Cambridge College has provided a copy of its most recent audited budget dated August 31, 2017-18 as well as the projected operations budget for each of the three proposed preliminary programs for three fiscal years.
- As required by this criterion, Cambridge College has identified the [job responsibilities and minimum qualifications](#) for the program personnel and instructional support. The staff for the proposed programs include:
 - Dean, School of Education (1 Full Time, existing position)
 - Regional Center Director (1 Full Time, existing position)
 - Program Coordinator (1 Full Time, anticipated hire)
 - Student Services Coordinator (1 Full Time, existing position)
 - Admissions Counselor (1 Full Time, existing position)
 - Assistant Director of Admissions (1 Full Time, existing position)
 - Senior Instructors dedicated to each credential program (anticipated hires: 3 FTE Year 1, 5 FTE Year 2, 3 FTE Year 3)
 - Adjunct Instructors dedicated to each credential program (anticipated hires: 3 FTE Year 1, 5 FTE Year 2, 3 FTE Year 3)
 - Supervising Practitioner (one for each student as needed)
 - Program Supervisor (1 FTE Year 1, additional Years 2 and 3 as enrollment requires)
- Cambridge College plans to hire the following positions at its Southern California campus:
 - Three full-time Senior Instructor(s) to teach within each credential program and provide input and direction on instructional and assessment initiatives, as well as program assessment/review. The qualifications for this position include five years of teaching experience in the field and a preference for a terminal degree.
 - Adjunct Instructors will be hired to teach individual courses within the program, according to each faculty’s individual subject matter expertise and experience. The qualifications for this position include a Master’s degree and three years of teaching experience in the coursework field.
 - A full-time Program Coordinator will be hired upon Commission approval and will work with the main campus Program Chair(s) and the Assistant Dean of Field Experience and Licensure to oversee program implementation and initiatives.

The qualifications for this position include experience within an educator preparation program, Bachelor's degree, and a California teaching credential in one of three areas and commensurate experience in the academic concentration of the program.

- The existing Student Service Coordinator, Assistant Director of Admissions, and other administrative support staff will support the program. The Assistant Dean and Program Chairs will conduct a two-day orientation on the Southern California campus with the Program Coordinator and support staff for training and support.
- Although the Cambridge College main campus is in Massachusetts, the CCSC EPP program will operate only within California on the Chaffey Community College campus and will adhere to all Commission program requirements. All faculty and instructional personnel will provide services in California at the Cambridge College Southern California Regional Center.
- All educational services are managed through the Student Services Coordinator (SSC) at the Cambridge College Southern California campus who works with main campus departments (e.g., Financial Aid) as needed on behalf of all Southern California students. Students meet the SSC during orientation. The SSC also meets with students individually regarding financial aid and access to other services and programs and students may also make appointments.
- For the purposes of fieldwork, Cambridge College has partnerships with four school districts, as listed under Criterion 8, and will seek more as needed to support candidates.
- Cambridge College has also detailed within its submission the facility resources that will be available for its candidates. These include:
 - Classrooms equipped with wireless internet and Audio/Visual equipment;
 - Student Central, a designated space for study, computer use, meetings with IT support, student service coordinator;
 - Cambridge College Online Library which is accessible through the MyCC Portal;
 - Office space for full-time instructional and support personnel;
 - MyCC Portal which includes a Learning Management system called eLearning and provides all on-campus users with a single point of access to Web-based self-service, eLearning, communications, and community-building applications. This includes 24/7 access to role-specific content, from administrative records and reports to personal email and calendars. It provides access to the Online Library, eTutoring, Student Finances, Registrar's Office, and all courses;
 - MyCC eLearning management system which allows for online, hybrid, and face-to-face instruction with Zoom integration;
 - Technical Support through the IT department;
 - Associate Dean of Online Learning who supports faculty and student needs; and
 - The Center for Excellence and Learning Technologies (CELT) which provides course technology support and troubleshoots academic-technology related resources, including student writing needs and faculty workshops.
- Finally, in the event that Cambridge College, or the proposed programs, closes, the institution will notify candidates and stakeholders as outlined in the provided Teach Out Plan. This plan includes communicating to candidates enrolled in the program the move to program discontinuation and the subsequent timeline. Each candidate would meet with

program personnel to develop an individual plan for program completion. Cambridge College states that Southern California campus will establish Teach-Out Agreements with Commission-approved institutions and provided a sample letter of agreement.

Staff Recommendation

Staff recommends that the Commission consider the response to Eligibility Requirements submitted by Cambridge College and grant eligibility.

Granting eligibility would allow Cambridge College to move forward to Stage III of the IIA process in which responses to Preconditions and the Common Standards are submitted for review. Approval of Stage II will not authorize Cambridge College to offer an educator preparation program that leads to a credential.

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.

Next Steps

Staff will take appropriate next steps based on the Commission's action.