

Los Angeles Pacific University

Bachelor of Arts Liberal Studies + Multiple Subject Credential

Common Standards Submission

Standard 1 – Institutional Infrastructure to Support Educator Preparation Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

| Common Standards | Required Documentation |
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| <p>The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.</p> | <p>The Los Angeles Pacific University Liberal Studies and Multiple Subject Credential program mission and vision are aligned with adopted standards and frameworks for TK-12 students in the State of California. The proposed program would prepare teachers at the highest level through a research-based vision of teaching and learning, supporting culturally responsive, inclusive, critically creative, and rigorous education for all students. The proposed LAPU Liberal Studies and Multiple Subjects Credential Program coursework is aligned with the Teaching Performance Expectations (TPEs) and standards adopted by the Commission. Teacher Candidates will be able to assess individual student learning relative to the standards. Candidates will demonstrate TPE competence through successful course completion, supervisor observations, a digital and/or physical portfolio, and quality California Teaching Performance Assessments (CaTPAs).</p> <p>The Employee Handbook is included as an attachment to lay out the vision and mission of the university. One highlight of the university’s vision statement is the delivery of educational programs to people from a variety of backgrounds, removing the affordability and accessibility barriers. The university’s diversity statement affirms that “We support a diverse university across lines of race, ethnicity, culture, gender, socioeconomic status, class, age, and ability.” These emphases on the removal of barriers, as well as affirmation of the importance of diversity at the university, are then reflected in the Liberal Studies and Multiple Subjects Credential program’s vision and mission statements.</p> |

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| | <p>The Academic Affairs Handbook lays out the organizational structure of the university, which supports the operation and organizational structures of the program. The roles of the university leadership, unit leadership, student affairs and programs leadership, as well as curriculum and eLearning leadership, are provided to demonstrate that the program is supported by the university in a variety of capacities. The Academic Affairs Handbook also describes the Professional Development and growth expectations, which drives the evaluation of faculty and academic staff each year. These evaluative processes are essential to the Liberal Studies and Multiple Subjects Credential program development and administration.</p> <p>Vision Statement</p> <p>Employee Handbook</p> <p>Academic Affairs Handbook</p> |
| <p>The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</p> | <p>Faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination and decision-making of the proposed program, and ensures systematic collaboration to improve the proposed program. The Stakeholders document details how the proposed program will involve all relevant stakeholders in the organization, coordination, and decision making for the program.</p> <p>Stakeholders</p> |
| <p>The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation</p> | <p>Los Angeles Pacific University pursues several means of engaging with P12 colleagues and school districts within California.</p> <p>One form of engagement is the Advisory Board, which meets virtually three times a year. The Advisory Board is composed of representatives from LAPU (Including the Assistant Dean and Production Development Coordinator), as well as an executive from the San Diego County Office of Education, a Principal from a local elementary</p> |

school, and a Director of Curriculum from a local school district. Within the Advisory Board meetings, members discuss curricular issues, program design and deployment, ways to engage in meaningful partnerships with school districts, and any challenges faced by the program that the Advisory Board could reasonably provide counsel on. As the program grows, LAPU anticipates adding the Program Director and a full-time faculty member to this Board.

Another form of engagement is through the Field Supervisors who will be supervising Candidates within their field placements. The Field Supervisors will be accomplished teachers in their fields, with vast experiences in P12 settings. Because of the online nature of the program and observations, Field Supervisors could easily be Principals or accomplished teachers during the day, and share their experience and expertise with Candidates in the evenings. Field Supervisors will not be required to take time away from a day job to observe candidates in the classroom, which opens up a new door for a different type of Field Supervisor (one who can observe Candidates in the evening through virtual observations, rather than having to be a retired professional or someone with extra time on his or her hands during the day).

Another form of engagement anticipated as the program grows are the opportunities for relationships based on Placement. One of the core duties of the Placement Coordinator will be to establish relationships with P12 districts all around California, in order that we might place Candidates in those schools. The person who takes the position of Placement Coordinator will need to demonstrate experience with establishing these relationships, as they will form one of the backbones of our program.

Lastly, since many of the courses in LAPU's program will be taught by adjuncts, it is imperative that we recruit and retain adjunct instructors who have taught and/or administered in P12 districts around the state. The job

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| | <p>description for adjunct faculty will include a section on experiences within P12 education, as well as plans for continuing contact with P12 education, per California’s requirements for professional development. Preparing highly qualified Candidates requires that they have instructors who have experience and expertise within P12, and can effectively integrate coursework and practical application.</p> <p>Academic Affairs Handbook</p> |
| <p>The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences</p> | <p>Institution leadership is committed to investing resources to develop and roll-out this program. They have pledged budgetary resources for the positions created through the program, as well as human resources by the way of administrators for the program, Success Coaches (academic advisors), admissions and financial aid, professional development, field supervision, and placement officers.</p> <p>LAPU BALIBS + MSC budget</p> |
| <p>The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.</p> | <p>The Vice President/Chief Academic Officer has appointed the Assistant Dean to the position of unit leadership, and the responsibility of overseeing the day-to-day operations of the program. The Assistant Dean will be the liaison to institutional leadership, as well as the CTC and accrediting bodies.</p> |
| <p>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</p> | <p>LAPU hires and retains faculty and support personnel who represent and support diversity and excellence.</p> <p>CalTPA Coordinator Job Description Adjunct Faculty Job Description Clinical Supervisor Job Description Credential Specialist Job Description Placement Coordinator Job Description Program Director Job Description</p> |

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| | <p>Link to LAPU website that demonstrates importance of diversity and excellence in the hiring process and professional development.</p> |
| <p>The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences.</p> <p>Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.</p> | <p>LAPU employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences.</p> <p>Multiple Subjects Credential Program employees will be evaluated annually via the Trakstar system. Each employee will be evaluated for a group of university-wide competencies contained in the evaluation form. In addition to this, each individual employee will draft individual goals as they apply to their unique position, based upon the following:</p> <ol style="list-style-type: none"> 1. Fulfill CTC requirements for their position, including training and participation in K12 settings. 2. Participate fully in university program assessment and review, providing feedback and expertise to program leadership. 3. Maintain 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. 4. Demonstrate knowledge of and commitment to diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation. |
| <p>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p> | <p>Monitoring practice</p> <p>The Los Angeles Pacific University Multiple Subjects Credential Program will include an Assistant Dean, Program Director, and Credential Analyst that work together to ensure that candidates recommended for a credential have</p> |

met all requirements including, but not limited to:

- Completion of the undergraduate portion of the Liberal Studies program or completion of a bachelor's degree from a regionally accredited college/university.
- Completion of a Basic Skills Requirement (Pass CBEST, CSET w/ Writing Skills, Qualifying Scores on the SAT or ACT, Advanced Placement (AP) Examinations, or Basic Skills Examination from Another State)
- Subject matter competency by either passage of the appropriate CSET exam(s) for Multiple Subject candidates or successful completion of a Commission-approved subject matter preparation program
- Demonstration of the knowledge of the principles and provisions of the U.S. Constitution through a U.S. Constitution course or equivalent
- Passage of the two Instructional Cycles of the CalTPA (Teacher Performance Assessment)
- Passage of the RICA (for Multiple Subject candidates only)
- Certificate of Clearance issuance
- Technology course or equivalent
- Health course or equivalent
- CPR Requirement (Infant-Child-Adult)
- Successful completion of all coursework and fieldwork within the proposed program

Remediation needs for candidates in the areas of coursework, fieldwork, CalTPAs and the RICA will be completed online. All candidates receive regular advising from multiple sources, including, but not limited to:

- Success Coach, who monitors general performance in academic areas, and provides access to resources as needed.
- Course Instructors (e.g., grades, portfolio, CalTPA and RICA preparation)
- Field Supervisors (e.g., observations, meetings, and evaluations)
- Cooperating Teachers (e.g., observations, meetings, and evaluations)

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| | <ul style="list-style-type: none"> • Credential Analyst (e.g., progression through program and related requirements) |
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Standard 2 – Candidate Recruitment and Support Candidates are recruited and supported in all educator preparation programs to ensure their success

| Common Standards | Required Documentation |
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| <p>The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.</p> | <p>Candidate advisement and assistance. LAPU is committed to recruiting and retaining Candidates from diverse backgrounds, in order to prepare educators to engage and support diverse student populations in the classroom. The Candidate Advisement and Assistance document details how LAPU faculty and staff plan to support and retain Candidates from diverse backgrounds.</p> <p>List of personnel positions assigned to supporting, advising, and placing candidates</p> <p>The B.A. Liberal Studies program website highlights the process of applying to the program, as well as LAPU’s academic path to becoming a teacher. Once the credential program is approved and developed, the university will add an additional page for that program, as well as a page for candidates who will complete the BA + MSC program.</p> <p>The LAPU Liberal Studies and Multiple Subjects Credential programs will purposefully recruit candidates from all over California to reflect the cultural, ethnic, and socioeconomic diversity within the state. This recruitment is made possible by the online delivery, which removes accessibility barriers. Specifically, we propose this program to create a pathway for LAPU students to pursue teaching.</p> <p>Link to Program webpage</p> |
| <p>Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.</p> | <p>Appropriate information and personnel will be provided for each candidate both within advising appointments, and through the university</p> |

website. Candidates will be provided a clear pathway to program completion, with explicit instructions on when and how to complete the program's requirements.

The Los Angeles Pacific University Teacher Preparation Program will include an Assistant Dean, Program Director, and Credential Analyst that work together to ensure that candidates recommended for a credential have met all requirements including, but not limited to:

- Completion of the undergraduate portion of the Liberal Studies program.
- Completion of a Basic Skills Requirement, the CA Basic Skills Test (CBEST)
- Subject matter competency by either passage of the appropriate CSET exam(s) for Multiple Subject candidates or successful completion of a Commission-approved subject matter preparation program
- Demonstration of the knowledge of the principles and provisions of the U.S. Constitution through a U.S. Constitution course or equivalent
- Passage of the two Instructional Cycles of the CalTPA (Teacher Performance Assessment)
- Passage of the RICA (for Multiple Subject candidates only)
- Certificate of Clearance issuance
- Technology course or equivalent
- Health course or equivalent
- CPR Requirement (Infant-Child-Adult)
- Successful completion of all coursework and fieldwork within the proposed program

Remediation for candidates will be conducted online, in the areas of coursework, fieldwork, CalTPAs and the RICA. All candidates receive regular advising from multiple sources, including, but not limited to:

- Success Coach, who monitors general performance in academic areas, and provides access to resources as needed.
- Course Instructors (e.g., grades, portfolio, CalTPA and RICA preparation)

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| | <ul style="list-style-type: none"> ● Field Supervisors (e.g., observations, meetings, and evaluations) ● Cooperating Teachers (e.g., observations, meetings, and evaluations) ● Credential Analyst (e.g., progression through program and related requirements) |
| Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. | Candidate progress will be measured in a variety of ways. Course completion, advising appointments, and performance on required assessments (like CalTPA) will be tracked for each individual candidate. There will be a system for reporting candidates needing assistance, at several landmarks within the program. Assistance will be provided by the Success Coach (Academic Advisor), CalTPA Coordinator, Clinical Supervisor, or Associate Dean (or his designee) as deemed appropriate. |

Standard 3 – Fieldwork and Clinical Practice The unit designs and implements a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.

| Common Standards | Required Documentation |
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| Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. | Site-based supervisors (Master Teachers) will be recruited according to the requirements for subject matter, experience, and certifications. Continued employment as a site-based supervisor will be contingent on maintaining eligibility per the CTC's requirements for that position. |
| The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. | Site-based supervisors (Master Teachers) will be recruited based on their skill and willingness to provide effective and knowledgeable support for candidates. |
| Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. | Site-based supervisors (Master Teachers) will undergo a training process that orients them to the expectations for supervision of candidates. Supervisors will be evaluated and recognized |

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| | <p>through performance evaluations, conducted yearly.</p> |
| <p>All programs effectively implement and evaluate fieldwork and clinical practice.</p> | <p>The program was developed in alignment with the CTC's requirements for fieldwork and clinical practice. The program will be evaluated for its alignment within the program review process, and changes can be made based on the feedback gathered during that process.</p> <p>The LAPU Teacher Preparation Program will ensure that candidates are placed with site-based supervisors (Master Teachers) that are certified and experienced in teaching the specified content or performing the services authorized by the credential. Site-based supervisors (Master Teachers) and program supervisors (Clinical Supervisors) will receive a minimum of ten hours of professional development training prior to assuming their roles. The criteria for selecting site-based supervisors (Master Teachers) include, but are not limited to:</p> <ul style="list-style-type: none"> • Valid California Clear teaching credential with an English Learner authorization or CLAD • Minimum of 3+ years of successful classroom teaching experience • Knowledgeable in support strategies for English learners and students with learning needs and demonstrates these effective strategies within their own classrooms • Knowledgeable in California Teaching Performance Expectations (TPEs) • Knowledgeable in current educational theory and practice • Pedagogical expertise, strong content knowledge, and positive communication skills • Appreciation and understanding of the cultural and linguistic diversity of students and the community • Serve as a resource to candidates in developing a philosophy of education that promotes development of equitable and inclusive learning environments • Master Teachers are selected for their ability, commitment and dedication to communicate effectively; model effective instruction; collaborate with colleagues at the school, district, |

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| | community and university level; and design and deliver curriculum using the state-adopted academic content standards. |
| <p>For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.</p> | <p>The placement process for fieldwork and clinical practice will include reviewing possible school sites to ensure a diversity of students for candidates' program completion. Given California's diversity, LAPU anticipates finding diverse classrooms in which to place students will be easy to accomplish.</p> <p>One of the tasks of the Placement Coordinator will be to ensure that Candidates are placed in classrooms with diverse student populations, including English Learners and students with special needs. This placement will not only better prepare Candidates for work with diverse student populations, but will also fulfill the CalTPA requirements which require Candidates to differentiate instruction and assessment for English Learners and students with special needs.</p> |

Standard 4 – Continuous Improvement The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.

| Common Standards | Required Documentation |
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| <p>Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.</p> <p>The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; 2) the quality of the educational services provided to students during supervised practice; and 3) feedback from key stakeholders such as employers and community partners about the quality of the preparation.</p> | <p>Los Angeles Pacific University Multiple Subjects Credential Program will regularly assess our effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for our candidates (see list below). Los Angeles Pacific University Multiple Subjects Credential Program will regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of the unit operations to improve programs and their services (see list below). LAPU Standards for Program Excellence have been created to guide the assessment process. To ensure a continuous improvement</p> |

process for the proposed Multiple Subjects Credential Program, we will employ multiple quantitative and qualitative measures of student, faculty/staff, and program effectiveness including: 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.

Sources of data include, but are not limited to:
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- Incoming demographic, employment and academic data of candidates and pool of applicants
- Candidate's course participation, assignments and assessments
- Candidate's program portfolio, which will include CalTPA scores, RICA score, and other state and national data the program is required to report (e.g., number of completers, average time to completion, and post-program employment)
- Evaluation by candidate's Clinical Supervisor, which includes observations and one-on-one meetings
- Evaluation by the candidate's site-based supervisor (Master Teacher), which includes observations and one-on-one meetings
- Mid-program and exit interview with candidate
- Surveys of candidates, faculty, Clinical Supervisor/Master Teacher
- Candidate evaluation of support staff, instructional personnel, Clinical Supervisor/Master Teacher
- Annual review of support staff via TrakStar (per university policy)
- Annual review of instructional personnel
- At least three meetings a year of the Advisory Board.
- Ongoing collaboration with practitioners on courses, fieldwork, and program components

Multi- year unit assessment cycle schedule specifying the unit assessment activities; when they occur, and who is responsible for collecting, analyzing, and determining modifications.

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| | <p>https://www.lapu.edu/institutional-research/assessment-data/</p> <p>All programs at LAPU are required to conduct Program Reviews based upon the WSCUC regional accreditation standards. Our Program Reviews take place on a 6-year cycle. Within that process, all programs are required to conduct Program Learning Outcome (PLO) assessment annually. All PLO's are assessed two times during the 6-year period of the Program Review. In the PLO assessment process, student work is evaluated as well as student and instructor surveys connected to each course. These data points inform changes or improvements to the program on a yearly basis. The Program Review looks at the annual reports as well as candidate demographics, graduation and program completion rates, feedback from end of program student surveys, Advisory Council feedback and data collected from host teachers and district stakeholders/employers.</p> <p>Annual data submission, analysis, and feedback (located in the data warehouse, does not require resubmission) will be reviewed.</p> <p>Survey Data including CTC sponsored surveys as well as local survey data and/or exit interview data as appropriate.</p> |
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Standard 5 – Program Impact

| Common Standards | Required Documentation |
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| <p>The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the</p> | <p>Candidates will demonstrate knowledge and skill competency through a variety of assessments, including coursework, performance in fieldwork and clinical practice, CalTPA, RICA, and CSET. These assessments will evaluate how candidates demonstrate competency in educating and supporting a diverse student population.</p> |

Commission adopted competency requirements as specified in the program standards.

The unit and its programs demonstrate that they are having a positive impact on teaching and learning in schools that serve California's students.

The institution will solicit frequent feedback from program stakeholders (including unit employees, site supervisors, clinical supervisors, advisory board, and candidates) as to the positive impact of the program. Feedback will be carefully considered, and the program adjusted, as needed, based on that feedback. The program plans to survey Host Teacher, School, and District staff in order to assess program effectiveness and delivery. This survey will be deployed annually as part of a regular program feedback and assessment initiative.