

**Los Angeles Pacific University**  
**Stage II**  
**Eligibility Requirements**

<b>Eligibility Requirement</b>	<b>Narrative Response</b>	<b>Hyperlinked Documents</b>
<p><b>1. Responsibility and Authority</b></p> <p>The institution clearly identifies the lines of authority and responsibility for any and all educator preparation programs within the institution and provides assurance that only those person(s) employed by the program sponsor will recommend individuals to the Commission for a credential or authorization.</p>	<p>Los Angeles Pacific University (LAPU) has identified the Assistant Dean in Academic Affairs, Gordon Jorgenson, to be responsible for the Liberal Studies Program, and oversight of the educator preparation program and manage the day-to-day operations of the credential program. The Liberal Studies program is the undergraduate portion of the teacher preparation program, and once complete, those Teacher Candidates will move into the Educator Preparation/Credential Program. LAPU provides assurance that duties regarding credential recommendations are only delegated to employees of the Commission approved institution. The Assistant Dean reports directly to the Academic Dean of the University and will meet semi-monthly. The Academic Dean reports to the Chief Academic Officer, Vice President. The CAO is also the WSCUC Academic Liaison Officer and will provide academic oversight as needed.</p> <p>All communication between Master Teachers, Clinical Supervisors, and other faculty/staff will be routed through the Assistant Dean, until the Credential Program Coordinator position is filled. Then, that person will oversee communications with Clinical Supervisors, Master Teachers, and the Credential Analyst. The Assistant Dean approves program candidates based on the recommendations of the Credential Program Coordinator. The Credential Analyst will be responsible for applying for licenses for Teacher Candidates. The Assistant Dean, Credential Program Coordinator, and Credential Analyst will attend the annual CTC trainings.</p>	<p><a href="#">Official LAPU Org. Chart 5/19</a></p> <p><a href="#">Proposed Credential Staff Org. Chart</a></p>
<p><b>2. Lawful Practices</b></p> <p>A program of professional preparation must be proposed and operated by an entity that makes all personnel decisions</p>	<p>Los Angeles Pacific University is committed to diversity among its candidates, faculty, and staff. Per the university's non-discrimination policy. Los Angeles Pacific University, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, gender, age, disability, medical</p>	<p><a href="#">EOP Policy</a></p> <p><a href="#">Diversity Policy</a></p> <p><a href="#">Non-discrimination Policy (Employee)</a></p>

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<p>regarding the employment, retention or promotion of employees without unlawful discrimination. The entity must make all decisions regarding the admission, retention and graduation of students without unlawful discrimination.</p>	<p>status, or status as a veteran. The Non-discrimination policies for both employees and candidates are linked in the documents column. The university’s Equal Opportunity Policy is published in the employee handbook. The employee handbook still reflects the name of Azusa Pacific University College, and has not been updated to reflect the university’s new name, Los Angeles Pacific University. All of the information in the handbook is up-to-date and current. As we have transitioned to our new name, the priority of our rebranding efforts has been focused on student-facing sources like the website, etc. It is anticipated that the Employee Handbook will be updated with the new name and logo by the end of the year. The Equal Opportunity policy is now hyperlinked. The diversity policy is published in the catalog and the use of the term “student” in this policy is actually referring to the program candidates/participants.</p>	<p><a href="#">Non-discrimination and Title IX policy (Candidates)</a></p> <p><a href="#">Equal Employment Opportunity</a></p> <p><a href="#">LAPU Catalog</a></p> <p><a href="#">LAPU Website</a></p>
<p><b>3. Commission Assurances and Compliance</b></p> <p>The institution assures all of the following: a) That there will be compliance with all preconditions required for the initial program(s) the institution would like to propose (General and program specific preconditions for proposed programs must accompany this document). b) That all required reports to the Commission including but not limited to data reports and accreditation documents, will be submitted by the Commission approved entity for all educator</p>	<p>LAPU assures to remain compliant with the following:</p> <p>a) LAPU assures that we will comply with all preconditions.</p> <p>b) LAPU assures that we will submit all reports, including but not limited to data reports and accreditation documents.</p> <p>c) LAPU assures that we will cooperate in evaluation by an external team or monitoring of our program(s) by a Commission staff member.</p> <p>d) LAPU assures that we will participate fully in the accreditation system and adhere to all submission timelines.</p> <p>e) LAPU assures that once a candidate is accepted and enrolled in the educator preparation program, the sponsor will offer the approved program, meeting the adopted standards, until the candidate;</p> <p>I. Completes the program;</p> <p>II. Withdraws from the program;</p> <p>III. Is dropped from the program;</p> <p>IV. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate. The university holds weekly meetings to</p>	

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<p>preparation programs offered including extension divisions.</p>	<p>stay abreast of candidate completion, withdrawal, and any additional status concerns and/or requests.</p>	
<p><b>4. Requests for Data</b> The institution must identify a qualified officer responsible for reporting and responding to all requests from the Commission within the specified timeframes for data including, but not limited to:</p> <ul style="list-style-type: none"> <li>a) Program enrollments</li> <li>b) Program completers</li> <li>c) Examination results</li> <li>d) State and federal reporting</li> </ul>	<p>LAPU identifies the Vice President/Chief Academic Officer/ALO, as the point of contact for all requests for data. Institutional Research(IR) is under the direction of the CAO. The CAO will be responsible for reporting and responding to all requests from the Commission within the specified timeframes for data including but not limited to program enrollment data, program completer data, examination results, state and federal reporting, candidate competence, organizational effectiveness data, and other data as requested by the Commission.</p>	
<p><b>5. Grievance Process</b> The institution has a clearly identified grievance process for handling all candidate grievances in a fair and timely manner. The grievance process is readily accessible for all applicants and candidates and is shared with candidates early in their enrollment in the program.</p>	<p>The university has published a clear grievance process for handling all candidate grievances in a fair and timely manner. The grievance process is published in the university’s catalog. Candidates will acknowledge receiving a copy of the catalog containing this policy during the orientation process. The university’s grievance policy identifies the candidate shall initiate the complaint process with the Assistant Dean of the Liberal Studies program. In the event the candidate wants to pursue a formal grievance, the matter is escalated to the Office of Academic Affairs, and a formal grievance process is initiated, including a meeting with LAPU’s Grievance Committee.</p>	<p><a href="#">Grievance Policy</a></p>
<p><b>6. Communication and Information</b></p>	<p>LAPU’s website will include information about the institution and the approved education preparation</p>	<p><a href="#">LAPU Website</a></p>

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<p>The institution must provide a plan for communicating and informing the public about the institution and the educator preparation programs. The plan must demonstrate that:</p> <p>a) The institution will create and maintain a website that includes information about the institution and all approved educator preparation programs. The website must be easily accessible to the public and must not require login information in order to obtain basic information about the institution's programs and requirements as listed in (b).</p> <p>b)The institution will make public information about its mission, governance and administration, admission procedures, and information about all Commission approved educator preparation programs. Information will be made available through various means of communication including, but not limited to website, institutional catalog, and admission</p>	<p>program(s). LAPU assures the website will be easily accessible to the public and that no login (access code or password) will be required for the public to access information about the educator preparation programs. The website will be updated regularly by the university's marketing department and will contain information about the program including its mission, governance and administration, admissions process, and information about all Commission-approved educator programs. In addition to providing this information on our website, we will also share it on our program literature. If CTC approval is granted, the information on the educator preparation programs will be activated to allow public access. The university communicates with candidates and the public through the use of program brochures and our website. Once approved the university will activate the website to allow public access and distribute program literature. In preparation for this activation the university is actively developing a web page and program literature specifically for the educational preparation program. The above mentioned materials will be utilized during the enrollment process.</p>	<p><a href="#">Demo Website for Program</a></p> <p><a href="#">DRAFT of Program Content Brochure</a></p>
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<p>material.</p>		
<p><b>7. Student Records Management, Access and Security</b></p> <p>The institution must demonstrate that it will maintain and retain student records. Institutions seeking Initial Institutional Approval will provide verification that:</p> <p>a) Candidates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.</p> <p>b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).</p> <p>c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.</p>	<p>a) Candidates will have access to their unofficial and official transcripts through requesting from the Registrar’s Office. The Registrar’s Office also assists with requests for other forms of verifying academic units and program completion. Graduates receive one free official transcripts when obtaining their degree or certificate of completion. A \$7.50 fee will be charged for additional official transcripts and must be paid before the request is processed. Official transcripts will not be released for candidates who have a past due account charges with the university. Normal transcript processing time is 5 business days and the number of transcript requests are unlimited. Transcripts may be requested through the candidate’s portal or on-campus through the registrar’s office. Transcripts from high schools or other colleges submitted to LAPU by the candidate or on behalf of a candidate cannot be duplicated. Candidates must apply directly to each school for copies of their transcripts. Unofficial transcripts are available upon request via email. Transcripts are kept digitally and regularly backed up.</p> <p>b) All candidate records will be maintained at LAPU’s main campus by the Registrar’s Office. The university maintains candidate’s transcripts indefinitely and admissions data and other records are maintained for a minimum of seven years.</p> <p>c) Records are kept in secure in locked cabinets in the Registrar’s Office which is not accessible to the public. The university retains candidate records up to five (5) years after graduation or date of last attendance, and transcripts are kept indefinitely. The above mentioned statement applies to transcripts from high schools or other colleges.</p>	<p><a href="#">Record Retention and Destruction Policy</a></p>
<p><b>8. Disclosure</b></p> <p>Institutions must disclose information regarding:</p> <p>a) The proposed delivery model (online, in person,</p>	<p>a) LAPU will offer the Credential Program through an online model involving 100% of instruction through an online learning modality.</p> <p>b) Since the program is not offered on-ground, there are no other locations to cite. If candidates would like to meet with a Success Coach or Program</p>	

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<p>hybrid, etc.)</p> <p>b) All locations of the proposed educator preparation programs including satellite campuses.</p> <p>c) Any outside organizations (those individuals not formally employed by the institution seeking IA) that will be providing any direct educational services, and what those services will be, as all or part of the proposed programs.</p>	<p>Employees/Administrators, they can visit the University's Main Office, located at 1741, 300 N Lone Hill Ave, San Dimas, CA 91773.</p> <p>c) There are no outside organizations the university will utilize to provide direct educational services.</p>	
<p><b>9. Veracity in all Claims and Documentation Submitted</b></p> <p>An institution and its personnel demonstrate veracity in all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of IIA.</p>	<p>LAPU confirms that all statements and documentation submitted to the Commission on Teacher Credentialing (CTC) by the Los Angeles Pacific University will be accurate. LAPU understands that the lack of veracity in statements and documents is cause for denial of initial institutional accreditation.</p>	<p>Linked below is an <a href="#">acknowledgement of the veracity statement with documentation signed by John Reynolds, PhD, President.</a></p> <p><a href="#">Veracity in All Claims Doc.</a></p>
<p><b>10. Mission and Vision</b></p> <p>An institution's mission and vision for educator preparation is consistent with California's approach to educator preparation.</p> <p>a. Statement of the Institution's mission and vision for</p>	<p>a) Please see linked Mission and Vision for the educator preparation program. LAPU is committed to the educator preparation programs Mission and Vision. The program will be based on California's standards and frameworks.</p> <p>The university holds an annual Program Learning Outcomes (PLO) Assessment Process that allows the program to undergo a thorough review. The full Program Review process occurs every six years, and includes an assessment of the following data:</p>	<p><a href="#">LAPU Multiple Subjects Credential Program Mission &amp; Vision Statements</a></p> <p><a href="#">LAPU Program Learning Outcome Assessment</a></p>

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<p>Educator Preparation</p> <p>b. A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates.</p> <p>c. Information about how the mission and vision for educator preparation reflects the institution's commitment to California's adopted state standards and frameworks for TK-12 students.</p> <p>d. Information that demonstrates the institution's commitment to preparing candidates to work effectively with the full range of California TK-12 students.</p> <p>e. Statement that includes which educator preparation program(s) the institution will seek to offer.</p> <p>f. Information about the</p>	<p>enrollment, retention, grade distribution, learning outcomes, and candidate survey results. The assessment process allows an in-depth analysis of the curriculum content, industry standards and current trends including State and Federal, credit and contact hours, appropriate class workloads, learning outcomes, learning outcome assessment methods and rubrics, and program alignment with the university's mission. The university strives to continuously develop comprehensive and innovative approaches to achieving candidate success and strengthen candidate learning. The annual program review allows faculty and the Credential Program Coordinator to analyze and interpret data results to improve candidate success and ensure the program remains current with California's TK-12 standards.</p> <p>b) LAPU confirms that upon CTC approval, the mission and vision will be published on our website and in institutional documents provided to candidates.</p> <p>c) Our educator preparation program will be based on the California's TK-12 standards and frameworks. Our program will be aligned to the subject matter competency matrices, in order to offer the waiver to our candidates. Alignment to subject matter competency matrices is performed during course development and revision, and informs course content and instructional/assessment practices. CTC's Elementary Subject Matter (ESM) Alignment Matrix forms the basis for content for what will be taught in each course.</p> <p>d) Information included in our mission and vision demonstrates LAPU's commitment to preparing candidates to work effectively with the full range of California TK-12 students. The mission and vision of LAPU's educator preparation program are aligned with LAPU's institutional mission to provide quality education that enables candidates to achieve their academic, career, and personal goals. The educator preparation curriculum provides a broad scope of topics to prepare teachers to work with a full range of California TK-12 students. The program will be based on California's TK-12 standards and</p>	<p><a href="#">Process and Guidelines</a></p> <p><a href="#">LAPU Program Review Process and Guidelines</a></p>
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<p>institution's philosophical and/or theoretical framework or approach underlying the design of educator preparation.</p> <p>g. If applicable, provide a description of the ways in which the proposed program for California would be similar or different from programs operated in another state.</p> <p>h. Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.</p>	<p>frameworks. The program will provide candidates opportunities to understand the California standards and teach at appropriate depth of knowledge levels. The program will also provide opportunities in various classroom settings with diverse learning populations, including English Learners and students with special learning needs.</p> <p>e) LAPU will offer a multiple subject, embedded credential within our Liberal Studies Bachelor's degree program only.</p> <p>f) LAPU's goal is to support teachers and administrators in providing an effective learning experience that meets the needs of our diverse candidate population. All programs are designed to address both the theoretical foundations and the practical application of teaching and learning. This approach allows candidates to grow professionally and meet student needs. LAPU is committed to providing an effective learning experience that meets the needs of our diverse candidate population. The Liberal Studies with embedded Multiple Subject credential program design is grounded in teaching philosophies that endeavor to prepare candidates to be responsive practitioners in 21st century classrooms.</p> <p>Since inception, and from that point on, the Liberal Studies program (formerly Human Development Program) based its philosophical foundation on Andragogy, or adult learning theory. Since LAPU was designed as a university for the non-traditional college student, adult learning theory has been the foundation on which all program mission and vision, curriculum design, instruction and assessment in based. Knowles (1968) posited that adult learners bring unique experiences and understanding to the classroom, and should be instructed in such a way that utilizes these experiences. Some of these core ideas include:</p> <ol style="list-style-type: none"><li>1. Adult learners have an established sense of self and are intrinsically motivated;</li><li>2. Adult learners' past experiences play a vital role in future learning;</li><li>3. Adult learning should be purpose driven;</li></ol>	
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	<p>4. Adult learners learn from peers as well as the instructor in the classroom.</p> <p>These core concepts are the basis of all curriculum design, program review, and instruction and assessment within LAPU.</p> <p>g. The Liberal Studies with embedded credential program will be different than those offered in another state in that LAPU’s program bases its curriculum on California frameworks and standards, and aligns to the subject matter competency matrix. This is done with the intention that candidates will go on to teach in a California school, and they must be prepared, both in subject matter, and instructional practices, to do so.</p> <p>h) None at this time.</p>	
<p><b>11. History of Prior Experience and Effectiveness in Educator Preparation</b></p> <p>Institutions seeking IIA must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience.</p> <p>CTC Staff will research available information</p> <p>a. History related to its prior experience preparing,</p>	<p>a) Azusa Pacific University has decades of experience training educators within California. When the Liberal Studies program (previously Human Development program) in the School of Adult and Professional Studies was developed at Azusa Pacific University in 1997, the program was developed along with the School of Education so that graduates of the BA Liberal Studies could go directly into the SOE’s Multiple Subjects and Special Education Credential programs. The APU SOE has not offered either of these credential programs in an on-line modality, hence data from online programs is not available. The third-party notification link now contains the correct verbiage and is located on our Programs page of the live LAPU website. This partnership existed for 17 years, until the School of Adult and Professional Studies merged with Azusa Pacific Online University to form Azusa Pacific University College in 2014. The history of the development and accreditation of Azusa Pacific University College (now Los Angeles Pacific University) is below.</p> <p>As Azusa Pacific University (APU) celebrates 118 years of preparing disciples and scholars to advance</p>	<p><a href="#">WSCUC Regional Accreditation Letter</a></p> <p><a href="#">Third-party Notification</a></p>

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<p>training, and supporting educators within California or other states.</p> <p>b. A list of all states and/or countries in which the institution is currently operating an educator preparation program and the status of the institution's approval in each of those locations.</p> <p>c. If applicable, a copy of the most recent approval document (state approval/accreditation and, in application, letter or report from regional accrediting body, is applicable, indicating accreditation status</p> <p>d. For institutions currently operation educator programs in another state, data from the most recent 5</p>	<p>the work of God in the world through academic excellence, there are several challenges that the university community understands it must address. For example, enrollment growth beyond the current 10,000 headcount is restricted by the physical limitations of the facilities and the business model of a traditional residential liberal arts institution. The costs of delivery, labor, facilities, and traditional college expectations require a financial model that cannot be sustained without alternative revenue streams to complement tuition increases. Furthermore, APU's evangelical mission drives it to seek ways to provide high quality Christian higher education globally to those who cannot physically attend a residential campus due to economic reasons or other life circumstances.</p> <p>On September 24, 2010, APU's Board of Trustees responded to challenges of enrollment growth, accessibility and affordability with the strategic decision to form Azusa Pacific Online University (APOU). The Board empowered APOU to depart from the traditional residential model and to embrace non-traditional, technology-mediated approaches to higher learning. APOU's educational programs were to be Christ-centered, of high academic quality, accessible, affordable, sustainable, and market relevant. APOU was charged by the APU Board of Trustees and further affirmed by the APOU Board of Directors, to seek to become a separately accredited university within a system that maintains the mission, values, and purpose of APU, but operates within a different business and academic model.</p> <p>In 2014, the School of Adult and Professional Studies at APU was moved to APOU, and the institution was renamed Azusa Pacific University College.</p> <p>In May 2017 the APU Board of Trustees recognized UC's enrollment growth and financial stability warranted resuming the process of UC seeking separate accreditation. In light of this, the Board approved a systems approach to the relationship between APU and UC. The newly accredited institution is now known as Los Angeles Pacific</p>	
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<p>years indicating number of candidates enrolled in the institution's programs and number who have completed program (taking into account the length of time of the program design).</p> <p>e. If offering educator preparation programs in other states, any information available on placement rates for candidates in the schools.</p> <p>f. Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs.</p> <p>g. Evidence that candidates have been satisfied with the educator preparation programs offered</p>	<p>University. This decision allows both APU and LAPU to continue to thrive and support the execution of the original 2010 resolution authorizing the new institution to seek separate regional accreditation.</p> <p>In March 2018, LAPU was granted a six (6) year initial accreditation by WSCUC.</p> <p>The Liberal Studies program at Los Angeles Pacific University seeks to continue to train and support educators through its own BA Liberal Studies with embedded Multiple Subject Credential program, as it did when it was part of the Azusa Pacific University system.</p> <p>b) LAPU's educator preparation program operates only in California.</p> <p>c) See WSCUC Regional Accreditation Letter</p> <p>d) LAPU's educator preparation program operates only in California.</p> <p>e) LAPU's educator preparation program operates only in California.</p> <p>f) The Liberal Studies program (formerly Human Development program) when it was part of Azusa Pacific University had long-standing relationships with schools, districts, and counties, through the School of Education. The Liberal Studies program and the School of Education worked hand-in-hand to partner with California districts in order to place our candidates in fieldwork, student-teaching, internships, and teaching positions. Because the Liberal Studies program graduates moved into APU's credential programs, we collaborated on curriculum and practices that would prepare educators for the 21st century classroom.</p> <p>Now that LAPU's Liberal Studies program is its own program and no longer affiliated with the traditional campus at APU, the program is building its own relationships with local districts. One such partnership is with Baldwin Park Unified School District, who has agreed to partner with us in the accreditation and program approval process. A representative from BPUSD attended the</p>	
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<p>by the entity and the services they received by the institution.</p>	<p>Accreditation 101 workshop, and is a valued stakeholder as LAPU seeks its own program approval for the Liberal Studies + embedded Multiple Subject Credential program.</p> <p>g) This is the first time LAPU will offer an educator preparation program. As such, we have no evidence that candidates are satisfied with the program or services.</p>	
<p><b>12. Capacity and Resources</b></p> <p>An institution must submit a Capacity and Resources plan providing information about how it will sustain the educator preparation program(s) through a 2 – 3 year provisional approval (if granted) at a minimum. A plan to teach out candidates it, for some reason, the institution is unable to continue providing educator preparation program(s).</p> <p>a) Copy of the most recent audited budget for the institution</p> <p>b) A proposed operational budget for the educational unit</p> <p>c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to</p>	<p>a) Attached you will find the most recent audited financials that we have, for fiscal year ending June 2017. The audited financial statements for the fiscal year ending June 2018 are now linked in the documents column.</p> <p>b) Please see attachment for the proposed operating budget for the LAPU embedded credential program.</p> <p>c) Please see attachment for information about instructional and support personnel.</p> <p>d) LAPU’s educator preparation program operates only in California.</p> <p>e) LAPU has an established relationship with the Baldwin Park Unified School District(BPUSD). Preliminary meetings have been held with Superintendent, Dr. Froilan Mendoza and Director of and a partnership has been agreed upon whereby student-teaching/fieldwork placements for candidates from the LAPU preparation program will be provided. A Memorandum of Understanding with BPUSD is already in process with the district and we are confident that this will be in place by early spring of 2019. LAPU is also seeking the same type of partnerships with several other local school districts with whom Azusa Pacific University currently has agreements.</p> <p>f) Los Angeles Pacific University strives to provide for all of its candidates appropriate facilities and candidate services that support candidate learning and development consistent with candidate</p>	<p><a href="#">2017 Financial Statements w/ Auditors Report</a></p> <p><a href="#">2018 Financial Statements w/ Auditors Report</a></p> <p><a href="#">LAPU Proposed Budget</a></p> <p><a href="#">Instructional and Support Personnel</a></p> <p><a href="#">LAPU Teach-Out Policy</a></p> <p><a href="#">Career &amp; Vocation Center</a></p> <p><a href="#">LAPU Course Portal</a></p> <p><a href="#">APU Writing Center</a></p> <p><a href="#">Candidate Resources</a></p>

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<p>1. The number and type of faculty (FT, PT, etc) and/or instructional personnel, including support providers and coaches if induction, who will be employed or used to provide services to candidates in the first 2-3 years of the program's operation.</p> <p>2. The criteria or minimum qualifications for each of the positions listed above.</p> <p>3. If the institution is an out of state institution, provide all relevant information about how the instructional services will be delivered to candidates</p> <p>d) If the institution applying is an out of state institution, the institution must provide all relevant information as to which of the educational services would be located</p>	<p>characteristics and its institutional purpose. Since LAPU's program will be offered solely online, there is no need for facilities in which to instruct candidates. The main campus offers support services (Enrollment, Admissions, Student Financial Services, Student Success) which candidates can access at any time, either in person, via phone, or online.</p> <p>Both academic and student success services are offered through several student service offices throughout the university, and faculty members are encouraged to monitor closely the needs, concerns and wellbeing of candidates in their classes, referring candidates in need to the appropriate university resources. The departments with primary responsibility for candidate services include Academic Affairs, Student Success, and Student Financial Services.</p> <p>The candidate's Success Coach is trained specifically for the academic program in which the candidate is enrolled, and monitors the successful completion of the candidate's program requirements. In addition to assisting with academic planning and course selection, the Success Coach also provides support services that facilitate spiritual growth, vocational exploration, and educational goal attainment. While final responsibility for meeting academic requirements rests with the candidate, the Success Coach provides support toward completion of the program.</p> <p>The Student Financial Services staff provides a variety of services, including tuition planning assistance with scholarship searches, entrance and exit counseling regarding student loans, and assistance with applying for the federal work-study program. The Student Financial Services staff provides continuing service throughout the candidate's education experience.</p> <p>Candidates can access resources and support as they consider career and vocation choices through LAPU's Career and Vocation Center (see link above). This online resource is available to all LAPU candidates in addition to personalized support from the Success</p>	
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<p>outside California.</p> <p>e) Evidence of TK-12 partnerships for the purposes of providing fieldwork.</p> <p>f) Information demonstrating sufficient facilities and/or digital learning platforms for candidates.</p> <p>g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation programs.</p>	<p>Coach.</p> <p>The institution’s library (provided through Azusa Pacific University partnership) offers candidates and staff a wide variety of resources including e-databases and research workshops. Candidates have access to the support services provided by Azusa Pacific University’s Writing Center (see link above) , which includes support and tutorials in note taking, APA formatting, etc.</p> <p>The university has an IT department on campus to accommodate candidates, faculty, and staff support. The university has a full-time IT Helpdesk is available to assist day, evening, and online candidates, staff and faculty.</p> <p>LAPU’s course learning platform, Moodle, is equipped with a variety of built-in communication, collaboration, assessment, and evaluation tools used for online course delivery, group forums, discussions, sharing of resources, and more. Los Angeles Pacific University provides centralized hosting and support for candidates via the LAPU Course Portal, using the Moodle software (see link above). All candidates are required to participate in the online orientation prior to taking their first online course. Candidates are also required to meet weekly with their Success Coach during their first session of classes.</p> <p>g) The current teach out plan requires the university to continue to staff and provide faculty, facilities, candidate services and academic excellence to all remaining candidates. The university will continue these best practices to forecast appropriately, therefore allowing the university sufficient time to discontinue the credential program allowing all individuals (including first and second year candidates) to complete the program and maintain eligibility of all university’s resources and services. In the unforeseen event LAPU is unable to accommodate all remaining candidates in the teach out plan (due to internal decision or loss of accreditation), the university will inform candidates with institutional partnerships for transferability.</p>	
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	<p>Our sister school, Azusa Pacific University, has a similar program, and we will refer candidates to that program should LAPU's program be discontinued. The teach-out plan allows the university to fulfill its obligation to all candidates.</p>	
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