



CALIFORNIA INITIAL INSTITUTION APPROVAL APPLICATION

STAGE II: ELIGIBILITY REQUIREMENTS

CAMBRIDGE COLLEGE

Submitted by Faculty and Staff of the School of Education for the
purposes of CTC Eligibility Review for Initial Institutional Approval

Spring 2020 Submission

Cambridge College Southern California

Educator Program (CCSC EPP)

INTRODUCTION

Cambridge College (CC), located in Massachusetts with satellite locations in Massachusetts, Puerto Rico and California, is experienced and dedicated to training high quality, diverse teacher candidates. The Cambridge College Southern California Educator Preparation Program (CCSC EPP), submitted by the Cambridge College School of Education (SOE), respectfully submits this document for Initial Institutional Approval based on the twelve (12) eligibility criteria.

In addition to reflecting the tenets and elements of the Cambridge College School of Education Educator Preparation program, the curriculum and pedagogy of the proposed CCSC EPP also aligns to all criteria and expectations for an effective and CTC-approved program to ensure that teachers are knowledgeable and skilled in subject matter competency, inclusivity, engaging students and families from diverse communities, and meeting the academic and social-emotional needs of all California students. The program is created to promote teacher effectiveness and address California's teacher shortage needs.

Upon successful completion of the program, candidates will be eligible for preliminary California credentials in multiple subjects, single subject mathematics, and education specialist instruction.

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Criterion 1: Responsibility and Authority

- A) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity including educator preparation programs offered by extension divisions, if applicable.*

Responsibility and ultimate authority for all educator preparation programs at Cambridge College rests with the Provost (as Chief Academic Officer) in collaboration with the Dean of the School of Education. For the educator preparation programs submitted for approval with the College's application for initial accreditation as a new CTC program sponsor, the Dean in the School of Education is the primary position designated within the organizational structure responsible for the academic oversight of all educator preparation programs offered at the California Regional Center, with the Southern California Regional Site Director responsible for daily operations.

- B) Identify the individual and position within the organizational structure that will coordinate each educator preparation program sponsored by the entity. Include a description of the reporting relationship between this person(s) and (a). If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program.*

All academic programs in the Cambridge College Southern California Educator Preparation Program (CCSC EPP) is the responsibility of Dr. Mary Garrity, Interim Dean of the School of Education (SOE). Dr. Garrity reports directly to Dr. Jerry Ice, Interim Provost and Vice President Academic Affairs. The Regional Center Director, Rita Clemons, also reports directly to the Provost and is responsible for the California campus day to day operations. She is also the program's "Certification Officer." The Program Coordinate reports to Rita Clemons. The program coordinator, director, dean, and designated staff further work with the College's Director, Institutional Research and Analytic, Stephanie Funderburg, to prepare and submit annual reports, including all program complete information to federal, state, and accreditation bodies specific to the College's educator preparation programs.

Program Chairs in the educator preparation programs (Moderate Disabilities, Elementary Teacher, and Mathematics), report to the SOE Dean. Program chairs further ensure the academic integrity of each program's curriculum (including its scope, sequence, currency, learning outcomes, content, and syllabi templates), admissions (entry requirements, interviews, acceptance, and orientation) advising (from program entry to exit); analysis of transfer credits, waivers, and /or course substitutions, and assessment practices for continuous improvement. Program Chairs also ensure the accuracy of all marketing, promotional, and informational material for each program (including information posted on the College's website and listed in the Academic Catalog) and have the added responsibility of ensuring the effectiveness of each program's compliance with state standards and regulations.

The Assistant Dean, Fieldwork Experiences and Licensure, Doris Van Gorder, who reports directly to the Dean of the SOE, supports the CCSC EPP Program Coordinator to verify candidate readiness for the practicum and certification.

Additionally, the Dean of the SOE and designees in educator preparation programs work with directors at the College's regional centers in Massachusetts, California, and Puerto Rico to ensure the parallel alignment and effective oversight of academic programs specific to the region and their respective units. As noted, the regional center directors report directly to the Interim Provost and Vice President of Academic Affairs and participate, along with deans, in the College's Management Council. Program coordinators assigned to regional centers assume academic leadership roles and work closely with program chairs and staff at the College's main campus in Boston to ensure program consistency, resource allocation and parallel alignment of all program and SOE related policies and practices.

A Program Coordinator will be hired as the onsite academic lead for the CCSSC EPP and will assume the responsibility of candidate placements and handle the certification (aka "endorsement") of program completers. For daily operations and program management, the program coordinator reports directly to the regional center director and indirectly to the dean in the School of Education. The role of the regional program coordinator is similar to the program chairs with the exception that program chairs have additional administrative responsibilities such as budgeting and hiring.

The larger team, comprised of the provost, SOE dean, regional center director, program chairs, and program coordinators work collectively to ensure the ongoing integrity of all operations supportive of academic programs including student admissions, orientation, registration, advising and academic support, budgets, enrollment projections, annual reports, accreditation, and strategic directions for all educational preparation programs. The core team leading this effort is housed in the Office of Academic Affairs led by the Provost.

To restate, the educator preparation program included in this proposal is specific to the School of Education. The overall academic oversight is the Dean, who will work with the Regional Center Director on the day to day operations of the program with the full support of the program chairs, assistant dean and program coordinator.

- C) Provide an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for program delivery. Ensure that these charts depict lines of authority.*

See attached Organizational Charts for Cambridge College ([Appendix 1 C.1](#)) and the proposed CCSC EPP ([Appendix 1 C.2](#)).

D) Provide assurance to ensure that duties regarding credential recommendations are not delegated to persons other than employees of the Commission approved institution.

Per campus policy and practices, exclusively employees of Cambridge College handle all duties specific to the credentialing of candidates in educator preparation programs. Also, as noted previously, the CCSC EPP Program Coordinator will be the authorized designee responsible for all CCSC EPP credential recommendations and will serve as the designated credential analyst with access to the CTC recommendation system. The Program Coordinator will work closely with the Assistant Dean, Field Experience and Licensure and all appropriate team members to support the integrity of certification processes and practices specific to educator preparation. For parallel consistency within the College and to operationalize related systems in California, the Program Chairs (Mathematics, Elementary Teacher, and Moderate Disabilities) will meet regularly with the new Program Coordinator to provide support for responsibilities, which include personnel hired for the California location specific to California regulations.

E) Provide assurance that those individuals identified as responsible for credential recommendations will participate in Commission training related to the recommendation process.

CCSC EPP assures that the individuals identified above will be fully responsible for all CCSC EPP credential recommendations. These individuals will attend the annual CCAC conference and participate in all state-level training sessions sponsored by the California Commission and work on an ongoing basis to ensure the full alignment of all program practices specific to unit, campus, and state-level regulatory compliance.

In addition, Cambridge College academic leaders responsible for educator preparation are required to regularly attend unit-level training workshops supportive of effective program management and implementation of state regulations. They also attend campus-related meetings specific to educator preparation and serve on the SOE's Teacher Licensure Committee.

[Appendix 1 D E](#) provides statement of assurance from institutional leadership.

CRITERION 2: LAWFUL PRACTICES

- A) A copy of the institution's policies governing personnel decisions including employment, retention, and promotion (employee handbook, recruiting materials, or other published personnel materials) that include reference to an unlawful discrimination policy.*

CC is an equal opportunity employer and does not discriminate on the basis of race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or status as a Vietnam Era veteran or disabled veteran in all decisions regarding the hiring, retention or promotion of employees. [Non-discrimination policies](#) are provided for employees. These policies are provided to employees in [job posting](#) recruitment materials, as well as in the [Faculty Handbook](#) (See page 78 in ([Appendix 2A](#)), employee handbook ([Appendix 2 A.1.](#)), and various website locations including: [2019 Non-Discrimination and Harassment; Index for HR Policies](#); and [Employment Practices and Policies](#).

- B) A copy of the institution's policies related to candidate admissions, retention, and graduation (candidate handbook, website, or other materials) that include reference to an unlawful discrimination policy.*

CC is an equal opportunity educational institution and does not discriminate on the basis of race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or status as a Vietnam Era veteran or disabled veteran in all decisions regarding the admission, retention or graduation/completion of candidates. Candidates will receive the policy in the [Academic Catalog](#), [Student Handbook](#), on [the website](#), and, at 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

A) A statement of assurance from institutional leadership that the institution will be in compliance at all times with all relevant preconditions for the programs it will offer.

The Cambridge College Southern California Educator Preparation Program (CCSC EPP), under the oversight of Dr. Mary Garrity, Interim Dean of the School of Education, fully assures that the institution will comply with all preconditions (general and program specific) and applicable standards that meet the Standards for Educator Preparation and Standards for Educator Competence adopted by the Commission for the programs proposed below:

1. Multiple Subject Credential Teacher
2. Single Subject Math Teacher
3. Education Specialist

B) A statement of assurance from institutional leadership that the institution will provide all required data reports, including but not limited to data reports and accreditation documents.

Cambridge College agrees to fully participate in all aspects of the Commission's accreditation system and submit all necessary reports and data during the seven-year cycle.

C) A statement of assurance from institutional leadership that the institution will cooperate in an evaluation of the program by an external team and monitoring of the program by Commission staff.

Cambridge College will cooperate in an evaluation of the program by an external team or a monitoring of the program by Commission staff periodically across the seven-year cycle beginning from the initial enrollment of candidates in the program.

D) A statement of assurance from institutional leadership that it will participate fully in the accreditation system and adhere to submission timelines.

Cambridge College agrees to fully participate in all aspects of the Commission's accreditation system and adhere to submission timelines of reports and data during the seven-year cycle.

E) A statement of assurance from institutional leadership that clearly states that the institutional leadership understands its responsibilities to enrolled candidates; in the

event the program is to close, whether it be by voluntary action on the part of the institution or as a result of Commission action.

Cambridge College assures that once a candidate is accepted and enrolled in the CCSC EPP, that the sponsor will offer the approved program, meeting the adopted standards, until the candidate:

1. Completes the program
2. Withdraws from the program
3. Is dropped from the program
4. 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, and individual transition plan will be developed with each candidate.

The Teach-Out Plan ([Appendix 3E.1](#)) for the CCSC EPP describes the sequence of support for enrolled candidates with remaining program requirements. An integral piece will be to present completion options through established Teach-out partnerships. Cambridge College has identified California State University, San Bernardino as a potential teach-out partner. Initial conversations have been productive, resulting in the development of a proposed Letter of Agreement.

[Appendix 3 AE](#) provides a signed statement of assurance from institutional leadership.

Criterion 4: REQUESTS FOR DATA

A) Identify the individual(s), (including name, title, and division or department of the institution) who will be responsible for submitting any and all data to the Commission.

Responsibility for reporting and responding to all requests from the Commission within specified timeframes for data related to program enrollments, program completers, examination results, state and federal reporting, candidate competence, organizational effectiveness data, and other data as indicated by the Commission will rest with the CCSC EPP Program Coordinator who will serve as the primary recipient for (and person responding to) these requests. To accomplish these goals, the Program Coordinator is supported by the following: President, Provost and Vice President of Academic Affairs; Dean of School of Education; Vice President, Innovation and Strategic Initiatives; Vice President of Strategic Partnerships; Cambridge School of Education Program Chairs; Director, Institutional Research and Analytics; Associate Director, Institutional Research and Compliance; Assistant Dean, Field Experience and Licensure; CCSC Regional Center Director; Student Services Coordinator; Assistant Director of Admissions; and Academic Advisor to ensure a timely response within the established deadlines.

Criterion 5: GRIEVANCE PROCESS

- A) *Provide a clearly delineated grievance process for candidates and applicants that is fair and is likely to ensure timely resolutions for candidate and applicants.*

Cambridge College is committed to providing equal educational and employment opportunity and participation and offers clear and publicized grievance procedures.

The College's clearly delineated grievance process for candidates and applicants is available on the website and covers four (4) areas of grievances ([disability](#), [grade](#), [non-academic](#), and [faculty-related](#)).

Timeliness of resolutions is ensured by clearly defined allotments of specific numbers of days for various steps in the grievance process. A fair process is ensured by giving candidates and applicants the opportunity to present their case in writing and in person, and if necessary, in person via mediation as noted below.

- B) *Demonstrate how information pertaining to the grievance process is accessible to all candidates and applicants.*

The grievance process for students, including candidates and applicants at Cambridge College, is listed on the campus [website](#) and included in the [Academic Catalog](#) and [Student Handbook](#), both of which are readily available to all candidates and applicants, as well as the website link to the [Student Consumer information Guide](#).

- C) *Provide documentation that candidates will be informed of the grievance process.*

Early in the enrollment process, as a part of their Cambridge College orientation and advising for the program enrolled, candidates are informed of the grievance process. The grievance process policy will be provided during orientation, at which time candidates will be asked to sign a document indicating that they have read the process and are aware that is contained in the [Student Handbook](#). The student handbook is accessible to applicants and candidates on the website. The signed documents are collected and filed in the student's record prior to the start of the program.

Criterion 6: COMMUNICATION AND INFORMATION

A) Provide a plan that describes the website that will be developed.

The College maintains an easily accessible public [website](#), free of login or passwords, that hosts program information and requirements related to its approved educator preparation programs. The College will redesign its website and will post the proposed program information, pending CTC approval. The College will prepare a program information sheet that mirrors existing program sheets ([Appendix 6A](#)) for each new credential offered, as well as program Enrollment Agreements ([Appendix 6A.2](#)) consistent with California's Bureau for Private Post-secondary Education (BPPE) regulations, both of which will be readily accessible to the public through its website.

B) Affirm that the information will be available to the public and that the information on mission, governance, and administration, and admission procedures will be included.

The Cambridge College website includes Regional Center subdomains/websites, including the Cambridge Southern California pages subdomain/site. Information about the College's mission, governance and administration, and admission procedures can be found on both the main Cambridge College [website](#) and on the [California subdomain](#). Once approved, information about the CCSC EPP program will be prominently displayed on the College's website, in the Academic Catalog, admissions materials, and all related marketing, promotional, and advertorial.

The Vice-President/Marketing, Communications and Public Relations, with the support of the Website Manager, will ensure that all necessary information is publicly available through Cambridge College Southern California website, as well as the main Cambridge Campus website. The marketing and public relations team will develop a web page and program literature specifically for the CCSC EPP. Once approved, the CCSC EPP website information will be published to allow public access. Additional information will be provided through program literature and the academic catalog. The School of Education section of the Academic Catalog, which includes information about program descriptions and requirements, course descriptions and sequence, pre-practicum and practicum placements, as well as Program Chairs and contact information, will be updated to reflect the CCSC EPP. The material will be presented by admission counselors during on-line and in-person information sessions.

The information will be reviewed with all candidates at Orientation. Critical information about the support teams, services, and events available to students, and academic and program expectations will be delivered by the program chairs, program coordinator and program faculty during orientation.

Criterion 7: STUDENT RECORDS MANAGEMENT, ACCESS, AND SECURITY

- A) Provide information on the manner in which candidates will have access to and be provided with transcripts and/or documents for the purpose of verifying academic units and program completion.*

Candidates will have access to and be provided with transcripts and/or documents for the purpose of verifying academic units and program completion by using the online [MyCC self-service web portal](#). To view and print grade reports and unofficial transcripts, students can use the [MyCC self-service web portal](#). To obtain official transcripts, candidates can download and complete the [Transcripts Request Form](#). Students may also complete and submit the Transcript Request Form. Students may also complete and submit the Transcript Request Form in person from the Student Service Coordinator at the CC Southern California Campus who will forward it to the Registrar at the main campus. After paying the fee, processing takes 7-10 business days. Transcripts are then mailed via USPS standard mail.

- B) Provide information as to where candidate records will reside and how candidates will be able to access these records when necessary.*

Official candidate records are maintained by the Registrar and reside in the Registrar's Office located at the College's main campus in Massachusetts, 500 Rutherford Avenue in Boston, Massachusetts. When necessary, candidates can access these records by following the procedure to request official and unofficial transcripts. Copies of all student records and supporting documents are maintained at the Southern California campus under the supervision of the Regional Center Director who works with the Registrar to ensure that records are complete and accurate

- C) Provide information and assurances that all candidate records will be kept in either securely locked cabinets or on a secure server, both of which are in rooms not accessible by the public.*

All candidate records are kept securely under lock in specially designated cabinets and areas that are not accessible to the public. As required by California regulations, paper files are maintained in locked cabinets in a dedicated records room, which is accessed by administrative staff. Digital records are housed 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, the College adheres to all [FERPA](#) policies related to student record access and confidentiality.

Criterion 8: DISCLOSURE

A) Provide information regarding the proposed delivery model for the proposed program(s).

Candidates will progress through required coursework through a combination of in-person, hybrid and online course offerings within a cohort-based model. Classes are traditionally conducted on the weekends to accommodate students who are teaching and/or working and are offered during 8-week intensive sessions. Cambridge College is a tri-semester institution (fall, spring and summer). Bi-weekly in-person meetings are enhanced through ongoing support from and access to faculty.

B) Provide the Commission with a chart indicating all locations of the proposed program(s) including any satellite campus.

In-person classes will be conducted at the Cambridge College Southern California campus in Rancho Cucamonga, CA where meeting, study and common spaces provide access to wireless Internet and physical settings that facilitate hands-on, project-based teaching and learning. Additionally, candidates, faculty and staff have access to a copy center, small café and adequate parking. All facilities are accessible and meet ADA standards.

The College currently has partnerships with the following districts and proposes using schools within these districts as clinical sites for CCSC EPP practicum placements and as needed, classroom facilities for course meetings.

- Ontario-Montclair ([Appendix 8B.1](#) Letter of Support)
- Pomona Unified School District ([Appendix 8 B3](#)) Letter of Support
- Victor Valley High School District ([Appendix 8 B4](#)) Letter of Support
- San Bernardino County Office of Education ([Appendix 8 B.2](#) Letter of Support)

The College will seek partnerships with additional districts, as needed, to support candidates.

C) Provide a list of any entities (such as partner organizations, businesses, vendors) that will be providing any direct educational services to candidates. (This is not intended to include vendors used to collect, house, and report data). Include a description of the anticipated services the outside entities listed in (c) will provide.

During pre-practicum/practicum placement, the program will partner with local schools to provide on-site educator professional development (PD) to the College credential candidates. Candidates will attend faculty meetings and morning/afternoon professional development workshop at their pre-practicum and practicum school sites.

Criterion 9: VERACITY IN ALL CLAIMS AND DOCUMENTATION SUBMITTED

- A) A statement signed by institutional leadership affirming that all information provided to the Commission and prospective candidates in all matters is truthful and accurate.*

The attached statement ([Appendix 9 A](#)), signed by Dr. Mary Garrity, Interim Dean of the School of Education, affirms that all information provided to the Commission and its prospective candidates in all matters is truthful and accurate.

- B) Any information that arises on this matter may be considered by the Commission to be relevant.*

The statement further confirms that any information that arises on this matter may be considered by the Commission to be relevant.

Criterion 10: MISSION AND VISION

A) Statement of the institution's mission and vision for Educator Preparation.

The mission of the proposed CCSC EPP is: 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.

The vision of the proposed CCSC EPP is: 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.

These statements are in alignment to California frameworks and mission/ vision, as well as Cambridge College and the School of Education's [mission, vision and values](#):

Mission-To provide academically excellent, time-efficient, and cost-effective higher education for a diverse population of working adults for whom those 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.

The mission specific to the [School of Education](#) is: 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.

B) A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates.

The CCSC EPP mission and vision will be published on the campus website and displayed in institutional documents provided to candidates.

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.

The mission and vision for the proposed CCSC EPP was developed in collaboration with its newly formed Advisory Council which is made up of representatives from California Pk-12 districts and higher education institutions that serve and meet the varying needs of California students and adult learners. The mission and vision reflect California's adopted state standards

and frameworks for PK-12 students by developing teachers who create inclusive learning environments and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

By following State Standards for Educator Preparation, the California Professional Standards for Education Leaders (CPSEL), and the California Teaching Performance Expectations (TPES), this institution will position educators to create high levels of engagement with how all content areas can work together to involve every student in culturally relevant work that prepares students for community and global impact, and challenges educators to focus on strong foundational reading and numeracy skills through creativity from early learning through college and career pathways.

D) Information that demonstrates the institution's commitment to preparing candidates to work effectively with the full range of California TK-12 students.

Because diversity and building community are core values of CC, this institution is committed to preparing candidates to work effectively with the full range of California TK-12 students. Candidates will participate in fieldwork experiences that provide opportunity to work with various grade levels and students that are economically, ethnically, and academically diverse.

Coursework emphasizes 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. Attention to social justice and providing access to quality education for all learners are values of the College.

Three of the Colleges' five core values most closely demonstrate the institution's commitment to the health and success of all students: (1) Access – provide an academically excellent and accessible education to all; (2) Innovation – to develop and deliver distinctive and value driven academic programs that are flexible and responsive to local, national and international needs; and (3) Diversity – nurture an environment that embraces diverse backgrounds, cultures, ideas and perspectives that contribute to a rich learning experience.

E) Statement that includes which educator preparation program(s) the institution will seek to offer.

The Cambridge College Southern California Educator Preparation Program (CCSC EPP) seeks to offer an education specialist instruction credential, a single subject teaching credential in

mathematics, and a multiple subject teaching credential. Intern and traditional student teaching pathways will be offered.

F) Information about the institution's philosophical and/or theoretical framework or approach underlying the design of educator preparation.

The College's educational program is driven by philosophical and theoretical commitments to social justice and academic excellence blending theory and practice to prepare educators to value diversity and become agents of change in their schools, and in local and global communities.

The design of the CCSC EPP considers the unique needs of adult learners and is based on a philosophical approach to meet those needs in many ways.

Understanding that adult learners come to the classroom with a lifetime of learning, the College's program validates students' past life lessons and experiences as a foundation for future learning. Further, adult learners may have limited time for classroom instruction due to family and career responsibilities, so the College's program is time efficient. Coming from diverse backgrounds with varying ethnic and social dynamics and worldviews, the College's program highlights those diverse strands of thinking, viewing them as assets, and weaves them into the curriculum discussions and projects. Realizing that adult learners may have financial constraints, the College's program is cost-effective. The program is based on the knowledge that working adults may have had limited or denied opportunities for higher education. Therefore, The College's innovative Teaching and Learning Model ([Appendix 10 F](#)) helps adult students meet the challenges of higher education and earn the degree credentials they need to advance their careers.

The Cambridge College Teaching and Learning Model is derived from fundamental assumptions and research about how adult learners learn best. This integration of theory and practice guides all aspects of programs at Cambridge College: admissions, the learning environment, faculty selection, course offerings, assessment of learning and support services. In addition to all elements of the institution's Teaching and Learning Model, the design of the educator preparation program will be rooted in the College's values of access, innovation, excellence, diversity and collaboration.

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.

Cambridge College operates programs in Massachusetts, California and Puerto Rico and is proposing an educator preparation program specific to standards for the State of California.

The California and Massachusetts programs will be similar in that they each meet respective state standards and prepare teachers according to the diversity of their population to meet the

unique educational needs of their communities. In addition, both programs will share the same Curriculum Committee, same expectations around pre/practicum experiences, Teaching and Learning Model, professional development for faculty, and values/mission/vision.

The [Puerto Rico program](#), like offerings at locations outside of Massachusetts, is non-licensure and conforms to the specific authorizations of Puerto Rico. Like the other campuses, its program is fully accredited with curriculum that offers undergraduate, graduate and certificate programs in education plus graduate programs in fast-growing special education fields.

CCSC EPP will be different than that offered in Massachusetts in that CCSC EPP will base its curriculum on California frameworks and standards and align to its subject matter competency matrix to meet the diverse needs of California learners. This is done with the intention that candidates will go on to teach in a California school, and they must be prepared in subject matter, instructional practices and equitable mindsets to do so. Additionally, programs and courses are offered based on local interest and enrollment. Not all Cambridge programs or components will be available at the California location. For example, the proposed California program may not offer the Summer Institute available in Boston that includes two or three weeks of intensive study in Boston followed by distance learning and a second summer residency in Boston to complete a graduate degree.

H) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.

The diversity of The College's community spans age, background, ethnicity, and work experience. More than 65% of our students are members of minority groups, three-quarters are women, and 17% are non-native English speakers. Our inclusive culture provides a positive and productive educational experience for adult learners and will be reflected in the educator preparation program to promote equitable mindsets to meet needs of California Pk-12 students.

Cambridge College believes higher education should be relational, not transactional. We value group learning and peer interaction where students learn from and challenge one other, and that allow our talented faculty to bring their professional experiences to bear in the classroom.

The School's values include:

- Innovation in curriculum and teaching strategies
- Diversity
- Academic excellence
- Social justice
- Honesty and integrity
- Building community

The College also offers a range of academic support services that assist students in surmounting many of the barriers to a college education. These services include one-on-one faculty mentoring, math and writing assessment and support, career counseling, and language classes, all of which help students to stay, succeed, and graduate.

Criterion 11: HISTORY OF PRIOR EXPERIENCE AND EFFECTIVENESS IN EDUCATION PREPARATION

A) History related to its prior experience preparing, training and supporting educators within California or in other states.

Cambridge College has decades of experience preparing educators within the states of Massachusetts (since 1975), California (since 2005) and Puerto Rico (since 2003). The college actually began in 1971 as the Institute of Open Education at the Newton College of the Sacred Heart. After the College of the Sacred Heart merged with Boston College, the Institute of Open Education affiliated with Antioch College/Antioch Graduate Center and in March of 1981, the Institute of Open Education filed an amendment to its charter and officially changed the name to Cambridge College/Institute of Open Education. In June 1981 the College became accredited by the New England Association of Schools and Colleges and in 1986, the name was officially changed to Cambridge College.

Cambridge College has established itself as a leader in providing higher education opportunities to underserved and non-traditional student populations. The College's philosophy and educational culture, guided by its mission, has resulted in nearly 50 years of focused and strategic program development for its highly diverse student body, and has confirmed Cambridge College as one of the most effective institutions of higher education in this regard. Ranked #7 ([Best College Reviews 2019](#)) as one of the most ethnically diverse colleges in America, Cambridge students (65% minority) benefit from the inclusive culture that produces a positive educational experience for adult learners.

Since its inception, the College 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 ([Appendix 11 A1](#)). The Cambridge College Southern California campus has leveraged the main campus offerings to create strong locally offered education undergraduate and graduate degree programs in Early Childhood Education and Care, Autism/ Behavior Analyst, and Teaching Skills and Methodology, as well as a recently developed Empathy certificate program. [Appendix 11 A2](#) indicates programs approved by the BPPE to be offered in California through 2027. The recent development and implementation of the CC Southern California's Marriage and Family Therapy master's degree program are evidence of CCSC's experience in creating programs and learning experiences which align to local needs and adhere to state and accreditation expectations.

The College prides itself in these fully accredited and approved programs that result in effective educators who are ready to support the success of all students. As noted in the 2018-2019 Massachusetts Department of Elementary and Secondary Education (DESE) Formal Review

Report, “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.”

Program offerings include [Summer Institutes](#) for school nurse educators pursuing graduate programs focused on innovative teaching and learning strategies. These programs include 2-3 week on campus intensive study in Boston followed by distance learning experiences during the Fall and Spring semesters.

The College’s practicum experiences are under the guidance of the Assistant Dean of Field Experience and Licensure who ensures that all aspects of the classroom practice adhere to state requirements, employ highly effective Supervising Practitioners (model classroom teachers) and Program Supervisors (fieldwork and Teacher Candidate supervision and support), and provide Teacher Candidates with meaningful opportunities to gain insights in to the profession. [Program Supervisor](#) (PS), [Supervising Practitioner](#) (SP), and [Teacher Candidate](#) (TC) online notebooks detail all aspects of the practicum experience, including roles, responsibilities and eligibility criteria, SP and PS trainings, practicum readiness and requirements, and SP, PS and TC supervision and support. Students also reflect on their own professional growth by documenting their experiences and artifacts in an Exit Performance Portfolio and provide program and practicum feedback through exit surveys. The recent DESE review report states that “overall, evidence indicates that Cambridge College is meeting state expectations regarding field-based experiences” and that “evidence regarding the structures in place for field-based experiences at Cambridge College indicates candidates have the necessary experiences in the field to be ready for licensure roles.” These strengths, resources and practices will be revised to reflect specific elements of the CCSC EPP and will serve as the foundation to ensure alignment and adherence to California and CTC requirements and expectations.

As further noted by the Massachusetts DESE, systems and structures support collaboration within departments and across disciplines and improve candidate preparation. Throughout the formal review process, evidence indicated that educator preparation at Cambridge College is well supported by a leadership team dedicated to producing effective educators. The preparation programs are managed by the Program Chairs under the supervision and support of the Dean, Assistant Deans, and Licensure Coordinator. This allows the College to respond to a variety of changes, collaboratively work to identify program needs, and make decisions to sustain the effectiveness of programs.

The 2016 School of Education Inventory of Educational Effectiveness Indicators report ([Appendix 11 A3](#)) provides detailed information and evidence on student achievement and successes garnered in each program offered, along with description of any changes, including

those based on student feedback, that have been made to programs to ensure positive outcomes.

In addition to these programs, the SOE also supports ongoing professional learning for licensed educators, including hybrid online/face-to face courses delivered within local school districts, which address state and local student needs. These collaborative programs provide opportunities for teachers to gain 1-3 college credits through courses such as *Elementary Science & Technology* and *Differentiating Math and Science for Classrooms with Mixed Ability Learners*.

The College has a rich history of deep collaborations and partnerships with schools, districts, and other education and community entities that is focused on meeting the needs of student and adult learners within a context that is responsive to regional and State uniqueness and needs, including language and equity. These partnerships and collaborations have resulted in initiatives and programs that include an Early College program ([Appendix 11 A4](#)). As a result of analysis of local high school student data, and in collaboration with Boston school administrators around creating well-defined pathways to college, an Early College program was developed to provide high school English Learners with access to college credit courses and other opportunities for college success.

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.

Cambridge College accreditation and authorization information is prominently noted on the college [website](#).

Cambridge College operates in Massachusetts, Puerto Rico and California with accreditation approval up to date 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.

All Massachusetts degree programs are authorized by the Massachusetts Department of Higher Education. Further, Cambridge College programs preparing students for educator licensure are granted authority by the Massachusetts Department of Elementary and Secondary Education (DESE) and are subject to its regulations and standards. The 2018-2019 DESE Formal Review Report indicates that Cambridge College (CC) be recommended for "Formal Approval." Additionally, in May 2014, the [Teacher Education Accreditation Council](#) accredited Cambridge College for providing evidence of excellence in educator preparation using the TEAC Quality Principles.

As a private institution operating in California, Cambridge College is also regulated by and 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 CC Southern California programs.

Cambridge College Puerto Rico is also authorized by the Puerto Rico Board of Postsecondary Institutions and recognized by the Department of Education.

C) If applicable, a copy of the most recent approval document (state approval/accreditation and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status.

Copies of recent approval and site visit documents from NEASC for Cambridge College and the Southern California campus, along with Puerto Rico Council on Education are attached.

- [2016 NEASC Approval on USDOE Website:](#)
- [2017 BPPE California Annual Report](#)
- 2018 Puerto Rico licensing ([Appendix 11 C1](#))
- [New England Commission on Higher Education \(NECHE\) Accreditation Letter](#)
- 2019 Massachusetts Department of Elementary and Secondary Education (DESE) Approval Letter ([Appendix 11 C.2](#))

D) For institutions currently operating educator preparation programs in another state, institution's programs and number who have completed program.

School of Education enrollment and completion data from the most recent five years for the Massachusetts program is noted on [Appendix 11D](#).

E) If offering educator preparation program(s) in other states, any information available on placement rates for candidates in the schools.

[Five-year job placement and employments rates](#) for students graduating are prominently noted on the College website. As noted in the 2016 NEASC Accreditation report, "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%." See [Appendix 11 E, p 85](#). Most recent five-year rates (2013-2018) are reported in MA Edwin Analytics tool ([Appendix 11 E2.](#))

F) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs.

CCSC EPP has already developed positive 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 (See below). A CCSC EPP Advisory Council was established in April 2019 that includes school district, college, Los Angeles County, and other stakeholder representatives. The council validated the need for this program and their interests to influence program development and implementation to enhance preparation and fill teaching positions needed in their districts. Additionally, this group provided input to the proposed program's mission and vision statements.

The CCSC has established partnerships and Memorandums of Understanding with the Riverside Unified School District and affiliation agreements with local provider agencies to offer internships for students enrolled in the Master of Education, Marriage and Family Therapy (MFT) program since the program's inception in 2018.

In May 2017, the CCSC collaborated with Pomona Unified School District to offer Early Education courses for child development teachers who were in need of local courses to satisfy their California Infant Toddler Specialization credential requirements. The two courses (*Development Curriculum for Infant and Toddler* and *Infant and Toddler Development*) were already being offered through the main College campus and were modified by the Cambridge College Curriculum Committee to meet California authorization requirements.

With strong alignment to the College's core values of diversity and social justice, recent collaboration with the Inland Empire's Black Voice Foundation and its Underground Railroad tour program has led to the creation of an [Empathy Certificate](#) at the Southern California campus (See [Appendix 11 F](#)). This 16-credit post-baccalaureate program analyzes the Underground Railroad from its historical sense and utilized and empathy pedagogy that focuses on constant teacher-student interaction thereby preparing teachers to incorporate its content and empathy techniques into their classroom and to develop new educational models for social change.

(See [Appendix 8 B1](#), [Appendix 8 B2](#), [Pomona Appendix 8 B3](#) and [Victor Valley Appendix 8 B4](#) for letters of support from school districts.)

G) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and the services they received by the institution.

The college uses several platforms and strategies to determine the extent to which candidates are satisfied with all aspects of its programs, practices and policies. Standard 8 of the 2016 NEASC (New England Association of Schools and Colleges, now NECHE-New England Commission of Higher Education) report ([Appendix 11E](#), pp 84-85) indicates that “Data from the Education Benchmarking (EBI) survey, which is used by the SOE [School of Education], has provided important analytics on overall teacher preparation program effectiveness, quality of instruction, student teaching experience, and student support as well as lower impact factors such as satisfaction. For instance, students report the highest rates of satisfaction on questions about the quality of faculty and courses (86.7%, with a high score of 90.7% for average class size). They also report high satisfaction with fellow students in program (86.7%), and Classroom Equity and Diversity (80.5%). Similar results are reported in course evaluations. These findings suggest that School of Education programs uphold certain fundamental elements of Cambridge College’s mission and values, such as a collaborative learning process, diversity, and academic excellence.”

The School of Education administers a practicum survey to students upon completion of their practicum experience to gain feedback on classroom experience and fieldwork, as well as Supervising Practitioner and Program Supervisor engagement. The 2018-19 DESE Formal Review Report ([Appendix 11 G](#)) notes the following satisfaction data based on interviews conducted during its educator preparation programs approval process. “Overall, Cambridge College’s stakeholders are positive about their experience. When asked onsite, 100 percent of candidates and completers (n=45), Part-time Faculty (n=30), Program Supervisors (n=16), supervising Practitioners (n=5), and Partners (n=5) agreed they would recommend this Massachusetts Department of Elementary and Secondary Education (DESE) program to others. Additionally, 89 percent of candidates and completers (n=45) and 100 percent of Program Supervisors (n=16) agree that candidate experiences in this program prepare them to be effective educators.”

Cambridge College is committed to fostering teaching excellence and uses an online course evaluation survey for students to contribute to this goal by sharing confidential input based on their reaching and learning experience for each course taken. Practicum and exit surveys and meetings provide additional information on the extent to which program offerings meet student needs. (See [Appendix 11 G2](#) for 2019 Teacher Candidate survey results; [Appendix 11 G3](#) for 2019 Supervising Practitioner survey results; and [Appendix 11 G4](#) for 2016-2018 Teacher Candidate survey results). Additionally, Massachusetts DESE annually administers surveys to program candidates, completers, supervising practitioners and hiring administrators to gain perception of teacher readiness resulting from program participation. Results of the most recent survey questions are noted on the DESE [website](#). The purpose of these surveys and interviews is to help the college improve the quality of the curriculum and instruction and ensure educator effectiveness.

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 from the California Department of Education (CDE). 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 CTC, 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 CTC requirements and expectations.

H) Proof of third-party notification enlisting comments to be sent to:

In May 2019, the College publicly announced intent to seek CT Initial Institutional Approval to offer a preliminary Credential Program. [Third Party Notification](#) is posted on the website inviting stakeholders to offer input to the CTC and reads as follows: "Cambridge College is seeking initial approval by the California Commission on Teacher Credentialing. This approval would allow Cambridge College to sponsor educator preparation programs in California.

Interested parties are invited to submit comments to the Commission at input@ctc.ca.gov. Please note that comments must address substantive matters related to the quality of professional education programs offered and should specify the party's relationship to the Institution (i.e., graduate, present or former faculty member, employer of graduates). All identifying information will remain confidential."

Criterion 12: CAPACITY AND RESOURCES

A) Copy of the most recent audited budget for the institution.

The most recent Cambridge College financial audit (2018) is located in [Appendix 12 A](#).

B) A proposed operational budget for educational unit.

Operational budgets for each proposed program are in [Appendix 12B 1](#) for mathematics, [Appendix 12 B2](#) for multiple subjects and [Appendix 12 B3](#) for special education.

C) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to:

- 1) The number and type of faculty (full-time faculty, pt. time adjunct, etc.) and/or instructional personnel, including support providers and coaches if induction, who will be employed or used to provide services to candidates in the first 2-3 years of the program's operation.*

Cambridge College will support the creation of a credentialing program and allocate sufficient resources to enable the program to fulfill responsibilities to preliminary credential candidates. The College will fund and allocate appropriate credential staff to successfully support, administer and evaluate all programs as noted below:

- 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 1 Years 2 and 3 as enrollment requires)

Phases of Hiring for Instructional and Support Personnel

Once the program is accredited, CCSC EPP will hire 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. Adjunct Instructors will be hired to teach individual courses within the program, according to each faculty's individual subject matter expertise and experience. As program enrollment grows, additional senior and adjunct instructors will be hired. In Year 1, CCSC EPP will hire up to three senior instructors and two adjunct instructors to teach within each program; in Years 2 and 3, and as enrollments grow, the budget allows for additional senior instructors and adjunct instructors to be added each year as needed.

A full-time Program Coordinator will be hired upon CTC 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 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 onsite (California) orientation with the Program Coordinator and support staff for training and support. The Assistant Dean and Program Chairs will conduct virtual weekly check-in meetings, as well as any additional meetings needed to provide support for implementation and oversight during various stages of program development and implementation. The Program Coordinator will virtually participate in main campus meetings with the Dean, Assistant Dean and Program Chairs, which include weekly Leadership Committee meetings, biannual Faculty Planning Days, quarterly faculty forums, Academic Council meetings, and all related trainings. The process and approach for providing main campus support will mirror the way main campus staff has successfully facilitated, supported, and provided oversight to other Cambridge College satellite programs.

Supervising Practitioners and Program Supervisors will be hired and supervised directly by the Regional Learning Center director, with program and policy areas supervised by the appropriate Program Chair. A sufficient number of Supervising Practitioners will be hired to fulfill the expectations of placing and matching each student during their practicum experience.

- 2) *The criteria or minimum qualifications for each of the positions listed above.*

The Instructional and Support Staff attachment ([Appendix 12 C.2](#)) details the criteria and minimum qualifications for each position with descriptions that meet Cambridge College Faculty Roles and Responsibilities ([Appendix 12 C2.2](#)) expectations.

- 3) *If the institution applying is an out of state institution, provide all relevant information about how the instructional services will be delivered to candidates. For instance, will faculty and instructional personnel remain*

located in the home state and provide services via technology to candidates in California?

Although Cambridge College main campus is in Massachusetts, the CCSC EPP program will operate only within California at the college's Regional Center in Rancho Cucamonga and will adhere to all CTC program requirements. All faculty and instructional personnel will provide services in California at the Cambridge College Southern California Regional Center.

D) If the institution applying is an out of state institution, the institution must provide all relevant information as to which of the educational services would be located outside of California. For instance, if candidates must go through the out of state offices in order to get financial aid services, the institution should provide that information to the Commission.

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. Specifically, the SSC serves as a liaison between California students and the Bursar's Office, Registrar, Office of Academic Affairs, Financial Aid, and the Center for Excellence in Learning and Teaching (CELT) which provides tutors and academic support for students. During New Student Orientation, students meet the SSC and are informed about all the services provided and the SSC's role to assist all students, including veterans and students with disabilities. The Admissions Team also provides new students with information regarding the SSC. Additionally, the SSC meets with each student individually regarding financial aid and access to other services and programs. Students may also schedule additional appointments with the SSC via email or in person in the SoCal office where an appointment book and sign-in sheet are accessed.

Recognizing that some students may not initiate additional communication on their own, the SSC runs financial aid missing document and GPA reports and reaches out to students in need. Weekly check-in's with students who need support are conducted by the SSC and the CELT program Success Coach. Although working out of the main campus CELT program, the Success Coaches meet virtually each week with identified students to provide support and access to services and staff to navigate all aspects of successful enrollment and completion, including tutoring. Students and faculty also have access to Starfish, an online advising tool that is used to assure student success.

E) Evidence of TK-12 partnerships for the purposes of providing fieldwork.

The proposed CCSC EPP will incorporate pre-practicum and practicum placements for program candidates in schools and districts that reflect the cultural, ethnic, and socioeconomic diversity

of State and especially the Southern California Inland Empire. CCSC EPP has already secured partnerships with). The College currently has partnerships with the following districts.

- Ontario-Montclair School District
- Pomona Unified school District
- Victor Valley High School District
- San Bernardino County Office of Education

The College will seek partnerships with additional districts as needed to support candidates.

F) Information demonstrating sufficient facilities and/or digital learning platforms for candidates.

Classrooms: All classrooms are equipped with wireless internet and Audio/Visual equipment. Some classrooms have enhanced technology. All building facilities are accessible and meet ADA standards. Student Central designated space for study, computer use, meetings with IT support, student service coordinator.

Library: The Cambridge College Online Library (CCOL) provides an extensive collection of full-text articles from thousands of scholarly journal and books, live reference librarian support 24/7, and instruction and resources for doing research in all our programs and is accessible to students and faculty through the [MyCC portal](#).

Office Space: Full-time CCSC EPP Instructional and Support Personnel have assigned office space at the Regional Learning Center, which includes lockable storage. Senior Instructors, Part-time Adjunct Instructors and Program Supervisors have designated classroom space in which to work, as well as Student Central to meet with teacher candidates.

Digital Platform: [MyCC](#) is the campus-wide web application that includes a very capable Learning Management System called eLearning. “MyCC” is a Cambridge College branded term for the Jenzabar Internet Campus Solution (JICS) product licensed by Jenzabar Inc. It is hosted in world-class Markley Datacenter in Boston. MyCC allows connection to all constituents, from students to alumni. It provides all on-campus users with a single point of access to Web-based self-service, eLearning, communications, and community-building applications. With on login and password, MyCC provides 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.

The MyCC eLearning course management system is a highly capable LMS system with a full range of capabilities for online, hybrid and face-to-face instruction. MyCC allows students and faculty to meet synchronously online and also has ability to support students remotely via an integrated product called Zoom.us online meetings. The MyCC LMS supports individualized assignments including an Online testing system, Discussion Forum Assignments, TurnItIn

assignments, Upload Assignment inbox and basic assignments with rubrics. It features tight integration with the Student Information System (SIS) so that attendance and grades can pass directly from the class gradebook to the Registrar. The new version, recently implemented, includes additional tools to support personalized learning experiences. The LMS supports the selective release of coursework and content. Instructors are given flexibility when posting and designating the audience for assignments. Courses are maintained online for access by students and faculty for three years from the date it was offered.

Technical Support: The institution has an IT department with dedicated individuals from administrators and developers to support the MyCC environment which includes: five IT Helpdesk staff members who are well versed in navigation and operation of MyCC; an EX/JICS Applications Manager/ developer specifically dedicated to MyCC operations and management; Dean of Online Learning; and an Associate Dean of Online learning to support the faculty and student needs. Additionally, the Center for Excellence and Learning Technologies (CELT) provides course technology support and troubleshoots academic technology related resources, including student writing needs and faculty workshops. Finally, student orientation includes sessions to familiarize and assist student candidates with the effective use of digital platforms.

G) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).

The Teach Out Plan ([Appendix 3 E.1](#)), which adheres to the NECHE Teach Out Plan Policy ([Appendix 12 G.1](#)), describes the support for enrolled candidates with remaining program requirements. An integral piece will be to present completion options through established Teach-Out partnerships. CCSC EPP will seek to establish Teach-Out Agreements with Inland Empire Commission-approved institutions and has initiated productive conversations with California State University, San Bernardino (CSUSB), resulting in the development of a sample letter of agreement ([Appendix 12 G.2](#))