

THE UNIVERSITY OF LA VERNE

University of
La Verne | LaFetra College
of Education

Preconditions Report

University of La Verne

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General Institutional Preconditions

General Statement Applicable to all Preconditions for all Educator Preparation Programs Pursuant to Education Code Section 44227 (and 44265 where applicable for Education Specialist Program) each program of professional preparation that leads to a teaching or services credential shall adhere continually to the following requirements of California State Law or Commission Policy. Each institution must respond to the general preconditions as well as all other applicable program specific preconditions.

(1) Accreditation and Academic Credit. *The program(s) must be operated by*

(a) Institutions of higher education: A college or university that (i) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (ii) grants baccalaureate academic credit or post baccalaureate academic credit, or both. An institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes.

University Regional Accreditation

- The University of La Verne is accredited by the Western Association of Schools and Colleges (WASC). Information about La Verne's accreditation process is available at <https://www.wscuc.org/institutions/university-la-verne> and evidenced by this [letter](#).
- La Verne was first accredited in 1955.
- WASC most recently reaffirmed La Verne's accreditation on July 10, 2012, for a period of eight years.
- The next Comprehensive Offsite Review is scheduled for fall 2019.
- The next Comprehensive Accreditation Visit is scheduled for spring 2020.

(2) Enrollment and Completion. *Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate:*

- completes the program;*
- withdraws from the program;*
- is dropped from the program based on established criteria; or*
- is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.*

In the event the program closes, a teach out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed.

The University of La Verne LaFetra College of Education ensures (see [letter of assurance](#)) that any qualified candidate who begins an approved program has access to the program and program advising until program completion, withdrawal, or ceases to be a qualified candidate. In the case of a program closing or becoming inactive, any candidates remaining in the program are advised with an individual plan for completion. If enough candidates remain for a group to complete the program together, a [teach-out program](#) is designed for those candidates.

(3) Responsibility and Authority. *To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:*

(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 an extension division, if any).

The Dean of the LaFetra College of Education is responsible (see [letter of assurance](#)) for the ongoing academic oversight of all credential programs offered by the University of La Verne, at the main campus, regional centers and other sites across the state.

Administrative responsibilities for program offered away from the main campus reside with the Regional and Online Campuses. [Organization Chart](#)

(b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program. Include 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 any aspect of program delivery.

Program chairs coordinate each credential program offered by the University of La Verne. All program chairs report to the Dean of the LaFetra College of Education.

(c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.

The Dean of the LaFetra College of Education positively affirms the veracity of all statements and documentation submitted to the Commission. It is understood that false claims or documentation is cause for the Commission on Accreditation to place stipulations on the institution. The Credential Analysts are the only individuals approved and trained to submit recommendations to the CTC.

(4) Lawful Practices. *To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.*

The University of La Verne LaFetra College of Education makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations including those regarding the admission, retention or graduation of students, and regarding the employment, retention or promotion of employees.

The University's position on Policy Against Discrimination and Harassment as described in the [2017-2018 Catalog](#):

The University of La Verne is committed to maintaining a learning, working, and living environment for students, faculty and staff that is free from discrimination and harassment based on a person's race, color, religion, national origin, ethnic origin, ancestry, citizenship, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender (including gender identity and expression), marital status, age, physical or mental disability, medical condition, genetic characteristics, military and veteran status, or any other characteristic or status protected by applicable law.

The University also prohibits discrimination and harassment based on the perception that anyone has any of these characteristics, or that anyone is associated with a person who has, or is perceived as having, any of these characteristics.

Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities, to women who are pregnant, and/or to accommodate religious beliefs and practices.

Sexual misconduct including, but not limited to, sexual assault, sexual exploitation, domestic, and intimate partner violence and stalking is a form of sexual harassment and is also a violation of University policy.

Any person who believes s/he has been subjected to discrimination or harassment or the victim of sexual misconduct may utilize the University's complaint procedures. All such complaints will be promptly and thoroughly investigated through an impartial investigative process. It is against University policy and applicable law to retaliate against anyone who files a complaint or cooperates in the investigation of a complaint. Complaints may be submitted to the Office of Student Affairs and/or Office of Human Resources.

Information concerning the Policy Against Discrimination and Harassment and Policy Against Sexual Misconduct, compliance with applicable laws, statutes and regulations (such as Title VI of the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973), and complaint procedures is available from the Office of Student Affairs, Office of Human Resources, or online at <https://sites.laverne.edu/student-affairs/> or <http://laverne.edu/hr/>

(5) Commission Assurances. To be granted continuing accreditation by the Committee on

Accreditation, the program sponsor must: (a) assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and (c) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

The University of La Verne LaFetra College of Education is confident that proposed programs clearly demonstrate that all applicable Standards of Program Quality and Effectiveness adopted by the Commission will be fully met. The college received full approval during the last CTC site visit in 2012 and will continue to fulfill the applicable standards of program quality and effectiveness, cooperate in an evaluation of its programs, and participate fully in the Commission's accreditation system. (See [letter of assurance](#))

(6) Requests for Data. *To be granted continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.*

LaFetra College of Education maintains an Assessment Department that carry out all unit-wide assessment system operations including compliance, training, and program improvements; overseeing all data entry; management and reporting functions including state assessment data (Teacher Performance Assessments). In conjunction with the Assessment Department, Senior Credential Analyst, Larry Gaona, has been identified as its officer responsible for Commission reporting. (See [letter of assurance](#))

(7) Veracity in all Claims and Documentation Submitted. *To be granted continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission.*

The LaFetra College of Education affirms the veracity of all statements and documents submitted to the Commission. (See [letter of assurance](#))

(8) Grievance Process. *To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that candidates have been informed of the grievance process and that the process has been followed.*

The University's position on Grievance Process as described in the [2017-2018 Catalog](#):

Appeals Procedures on Academic Matters:

Students may appeal final grades, academic honesty decisions, and most policy decisions, and they may submit academic grievances. All must be made in a timely manner, generally within four weeks of the action or decision in question. Administrative fees may be

assessed. Please contact Academic Support and Retention Services for more information.

Final Grades: Procedures for appealing final grades are contained in the Final Grades section of this catalog. Appeals begin with the instructor of the course and then goes successively to the program chair and department chair, the college Dean, and the Provost. The decision of the Provost is final.

Academic Honesty: Procedures for appealing academic honesty violations are contained in the Academic Honesty section of this catalog. Appeal begins with the instructor and then may be taken successively to the program chair and department chair, college Dean, and Provost. The decision of the Provost is final.

Academic Disqualification (Graduate): Students who have been disqualified from a graduate program may not register for subsequent terms. A disqualified graduate student may appeal for reinstatement to the Academic Dean of his or her college. Should the dean reinstate the student and the student not meet the conditions specified at the time of reinstatement, academic disqualification will result.

Academic Policy Exceptions: Appeals for exceptions to academic policy must be submitted to the Undergraduate Appeals Committee or the Graduate Appeals Committee. Appeals must be made in writing, on the appropriate appeals form, with the signatures of the academic or program advisor and appropriate course instructors. Students are advised to write a detailed statement indicating the reasons they are requesting the exception to university policy and provide supporting documentation to substantiate their reasons. Each appeal is carefully reviewed by the committees and a decision is sent to the student's La Verne email address. Students can obtain this form from the Office of the Registrar. Graduate students may obtain this form from Graduate Academic Services or the Regional Campus Office. Appeals Committee decisions may be challenged with an appeal to the Provost. The decision of the Provost is final.

Academic Grievances: In rare instances, a student may have a grievance that cannot be addressed by any of the established appeals structures described above. In such cases, no matter where the student studies, the grievance must be submitted to the Dean of Academic Support and Retention who will appoint an appeals panel, consisting of representatives from appropriate academic and/or administrative units, to review the grievance. The panel will review all documented information, including any written statement and/or phone statements that the student wishes to provide. Upon completion of the review, the appeals panel will submit its findings and recommendations to the Provost. The decision of the Provost is final.

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

Reference: Education Code Section 44227.5 (a) and (b).

Each member of the University of La Verne LaFetra College of Education faculty who regularly teaches one or more courses relating to instructional methods for teaching credentials, including Specialist Credentials, or administrative methods in an Administrative Services Credential program, [actively participates](#) in public elementary or secondary schools and classrooms at least once every three academic years. Full-time faculty members often meet this requirement in their service as fieldwork supervisors. Others meet this requirement by serving in various volunteer or consulting capacities in local schools. Most adjunct faculty members also work as teachers or administrators in California public schools.

(10) Communication and Information. *To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs.*

The LaFetra College of Education provides accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion on the [college website](#), [list of program offerings](#), handbook, and [University catalog](#). *(Hyperlinks added to original submission)*

(11) Student Records Management, Access, and Security. *To be granted continuing accreditation by the Committee on Accreditation, the sponsor must demonstrate that it will maintain and retain student records in accordance with the institution's record retention policy. Institutions will provide verification that:*

- (a) Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.*
- (b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).*
- (c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.*

All program courses are documented on candidate transcript. At the end of the program a DPE (Degree Program Evaluation) is sent to the registrar's office for credential posting on student's transcript or verified from CTC website.

Main campus stores credential issuance record and all pertinent student records digitally at completion of program. Paper files are used while student is current/not completed. Paper files of completed students are purged after seven (7) years of CTC posting of credential. All regional campuses submit paper applications and documents to ROC on main campus for storage until seven (7) year purge.

Student records are stored in file cabinets in offices and locked when office is closed. Access to locked cabinets is minimal and exclusive to credential advisors and program

chairs. Digital records are stored on the University's secure network server.

See [letter of assurance](#)

(12) Disclosure. *Institutions must disclose information regarding any outside organizations that will be providing any direct educational services as all or part of the educator preparation programs sponsored by the institution and identify the type of services the outside organization will provide.*

No outside organizations provide any direct educational services as all or part of the educator preparation programs sponsored by The LaFetra College of Education. (See [letter of assurance](#))

General Education (Multiple and Single Subject) Programs: Preliminary Multiple and Single Subject

(1) Limitation on Program Length. *The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution.*

The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. [Reference: Education Code Section 44259 \(a\) and \(b\) \(3\).](#)

Clarification of Program Precondition 1

Individually Prescribed Courses. Program Precondition 1 does not apply to additional courses that are required if a candidate is unable to meet the Commission's standards of candidate competence and performance by completing the regular professional preparation program.

The University of La Verne LaFetra College of Education offers a 33 semester-unit multiple or single subject teacher preparation program. The program is designed to be completed within two years. The multiple and single subject program curricula are described in the University Catalog: Multiple Subject: <https://laverne.edu/programs/multiple-subject-credential/> Single Subject: <https://laverne.edu/programs/single-subject-credential/> *Note, our website underwent a complete redesign and several web links recently changed (after the preconditions submission).*

(2) Limitation on Student Teaching Prerequisites. *No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7. [Reference: Education Code Section 44320 \(a\).](#)*

Clarification of Program Precondition 2

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

The program requires supervised fieldwork and student teaching across all courses. The university's Clinical Teaching Office will assist students in finding placements for this work.

The first two courses (EDUC 425 and EDUC 426 for multiple subject candidates or EDUC 427 and EDUC 428 for single subject candidates) require 20 hours of fieldwork per course. Candidates gain 40 hours of classroom experience within the first 8 semester units.

Guides and responsibilities for these courses are detailed in the [Clinical Teaching Overview](#)

The University of La Verne LaFetra College of Education requires that all candidates complete the following prerequisite courses, or their equivalents, before beginning EDUC 498 - Advanced Supervised Teaching:

PREREQUISITE: TB Clearance, Certificate of Clearance, CBEST completion, CSET completion or subject matter competency, a minimum score of 3 on the LFCE writing assessment, completion of PLSC 301 or approved US Constitution class, SPCM 100 or approved speech course, EDUC 420 or approved health foundation course, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428) and (EDUC 440 or EDUC 442) and (EDUC 441 or EDUC 443) and (EDUC 491 or EDUC 494A-J) and (EDUC 492 or EDUC 495)

The requirements are described in the University Catalog: Multiple Subject: <https://laverne.edu/programs/multiple-subject-credential/> Single Subject: <https://laverne.edu/programs/single-subject-credential/> *Note, our website underwent a complete redesign and several web links recently changed (after the preconditions submission).*

(3) English Language Skills. *In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. [Reference: Education Code Section 44259 \(b\) and 44259.5.](#)*

The University of La Verne LaFetra College of Education requires all teacher preparation candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all their students. Each teacher education candidate has the opportunity to understand programs for English Learners and how to assess and place students in appropriate programs. In addition, they design lessons using state adopted ELD and content standards. The multiple and single subject credential coursework addresses teaching strategies for all students in California schools. Integrated throughout the program are methodologies to deliver comprehensive instruction to English learners and to work with special populations in the general education classroom. This replaces the program formerly known as the CLAD credential.

All candidates receive explicit instruction in the theories of first and second language acquisition and the connection between language development and literacy development. They also have numerous opportunities in classes and fieldwork to understand and correctly implement appropriate classroom management, alternative groupings, and inclusion. The multiple and single subject program curricula are described in the University Catalog: Multiple Subject: <https://laverne.edu/programs/multiple-subject-credential/> Single Subject: <https://laverne.edu/programs/single-subject-credential/> *Note, our website underwent a complete redesign and several web links recently changed (after the preconditions submission).*

(4) Undergraduate Student Enrollment. Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course. Reference: [Education Code Section 44320 \(a\)](#).

Clarification of Program Precondition 4

Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

The University of La Verne LaFetra College of Education ensures that undergraduate students shall be allowed to enroll in any professional preparation course and has a long history of allowing undergraduate student enrollment in teacher credential programs.

(5) Program Admission. The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: [Education Code Sections 44227 \(a\)](#).

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

Faculty members assess candidates for subject matter competence during the admission process and advise them of their options. Candidates continue to receive subject matter advising until they achieve Commission-approved subject matter competence. Only those who have verified commission-approved subject matter are permitted to begin regular classroom student teaching. Only those who have at least enrolled in an organized subject matter program or registered for the appropriate examination(s) may be admitted to the teacher preparation program. The requirements are clearly described in the University Catalog: Multiple Subject: <https://laverne.edu/programs/multiple-subject-credential/> Single Subject: <https://laverne.edu/programs/single-subject-credential/> *Note, our website underwent a complete redesign and several web links recently changed (after the preconditions submission).*

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

- For Multiple and Single Subject programs (traditional and intern), the candidate

provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

- *For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission- approved subject matter preparation program prior to beginning solo (i.e., student) teaching.*

The University of La Verne LaFetra College of Education verifies that each candidate has met the appropriate the subject matter requirement prior to EDUC 498, Advanced Supervised Teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. The requirements are clearly described in the University Catalog: Multiple Subject: <https://laverne.edu/programs/multiple-subject-credential/> Single Subject: <https://laverne.edu/programs/single-subject-credential/> *Note, our website underwent a complete redesign and several web links recently changed (after the preconditions submission).*

(7) Completion of Requirements. *A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: [Reference: Education Code Sections 44259 \(b\) and 44283 \(b\) \(8\)](#).*

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

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify that multiple and single subject program candidates meet all legal requirements prior to receiving a recommendation for the credential. The requirements are clearly described in the University Catalog: Multiple Subject: <https://laverne.edu/programs/multiple-subject-credential/> Single Subject: <https://laverne.edu/programs/single-subject-credential/> *(Note, our website underwent a complete redesign and several web links recently changed (after the preconditions submission))* and the Credential Analyst's Preliminary Teaching Credential Evaluation [Form](#).

Preconditions for Specialist Credentials and Certificates: California Teachers of English Learners (CTEL)

- (1)** *Per Title 5, Section 80015 (a)(3), each program for the California Teachers of English Learners shall require completion of 24 semester units (or 36 quarter units) or 12 upper-division/graduate semester units (or 18 quarter upper division/graduate quarter units) in the approved course work for the certificate.*

The University of La Verne CTEL program requires 12 semester-units of graduate level course work in order to be eligible for the certificate. The program curriculum is described in the University Catalog: <https://laverne.edu/programs/ctel-certificate/>

- (2)** *Per Title 5, Section 80015.2(a), applicants recommended for a Crosscultural, Language, and Academic Development Certificate (CLAD) must possess a valid California teaching credential, services credential, children's center instructional permit, or children's center supervision permit which authorized the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12 inclusive, or classes primarily organized for adults except the following:*

- (a) Emergency credentials or permit,*
- (b) Exchange credentials as specified in [Education Code Section 44333](#),*
- (c) District intern certificates as specified in [Education Code Section 44325](#),*
- (d) Sojourn certificated employee credentials as specified in [Education Code Section 44856](#);*
- (e) Teacher education internship credentials as specified in Article 3 (commencing with [Education Code Section 44450](#)) of Chapter 3.*

All candidates for the University of La Verne's CTEL program must possess a valid California teaching credential, services credential, children's center instructional permit, or children's center supervision permit except as excluded above.

Link to website: <https://laverne.edu/programs/ctel-certificate/>

Preconditions for Internship Programs

- (1) Bachelor's Degree Requirement.** *Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. [Reference: Education Code Sections 44325, 44326, 44453.](#)*

All candidates admitted into University of La Verne LaFetra College of Education internship programs hold bachelor's degrees from regionally accredited institutions of higher education, or in the case of international students, its Commission-approved equivalent.

Links to internship requirements:

- Educational Counseling: Program requirements: <https://laverne.edu/programs/educational-counseling-ms/>; Intern Requirements: <https://education.laverne.edu/counseling/internship-credential/>
- Mild/Moderate Educational Specialist, Preliminary: <https://laverne.edu/programs/mildmoderate-education-specialist-preliminary-credential/>
- Multiple/Single Subject [Internship Application](#)
- School Psychology: <https://laverne.edu/programs/school-psychology-ms/>

- (2) Subject Matter Requirement.** *Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. [Reference: Education Code Section 44325\(c\) \(3\).](#)*

All candidates admitted into the University of La Verne LaFetra College of Education teacher internship programs have passed the appropriate Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the intern is authorized to teach.

Links to internship requirements:

- Educational Counseling: Program requirements: <https://laverne.edu/programs/educational-counseling-ms/>; Intern Requirements: <https://education.laverne.edu/counseling/internship-credential/>
- Mild/Moderate Educational Specialist, Preliminary: <https://laverne.edu/programs/mildmoderate-education-specialist-preliminary-credential/>
- Multiple/Single Subject [Internship Application](#)
- School Psychology: <https://laverne.edu/programs/school-psychology-ms/>

- (3) Pre-Service Requirement.**

(a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or

the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.

Each candidate in the University of La Verne LaFetra College of Education teacher internship program must complete 156 clock-hours of pre-service as follows before beginning classroom teaching:

- 1) Education 425 (multiple subject)/427 (single subject) – Language and Literacy (45 classroom hours + 20 outside of class hours emphasizing teaching English Language Learners)
- 2) Education 426 (multiple subject)/428 (single subject) – Introductory Teaching Practices (45 classroom hours + 20 fieldwork hours emphasizing teaching English Language Learners)
- 3) Classroom Management Workshop (3 classroom hours)
- 4) Internship Orientation (3 classroom hours)

These courses provide candidates with training in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners. Intern requirements:

<https://laverne.edu/education/degree-programs/credential-multiple-or-single-subject/>

- (b) *Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.*

Each candidate in the University of La Verne LaFetra College of Education teacher internship program must complete 140+ clock-hours of pre-service as follows before beginning classroom teaching

- 1) Special Education 401 (Assessment: Education Specialist Professionalism)
- 2) Special Education 402 (Culturally Responsive Instruction, Mindfulness, Inclusivity, and Practicum)
- 3) Special Education 403 (Typical and Atypical Development and Practicum)
- 4) Education 470A – Theories and Methods of Education for Linguistically Diverse Students (45 classroom hours + 30 fieldwork hours emphasizing teaching English Language Learners)
- 5) District letter verifying 120+ hours working with special needs children in a classroom.

These courses provide candidates with training in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners. Intern requirements:

<https://laverne.edu/catalog/program/mildmoderate-education-specialist-preliminary-credential/>

(4) Professional Development Plan. *The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:*

- (a) Provisions for an annual evaluation of the intern.*
- (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.*
- (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.*
- (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.*

The University of La Verne LaFetra College of Education places its interns only in districts that have developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program and have a signed agreement with the University acknowledging the internship program requirements. They are:

- 1) Weekly Observations (teacher education) and biweekly observations (special education) by the University Supervisors.
- 2) Four observations by school site support provider
- 3) Completion of induction plan
- 4) Minimum 2 hours conference time verified by school site support provider completion of contact log.
- 5) Weekly or biweekly lesson reflection and analysis by intern in relation to the observed lesson.

Link to: [University/District Fieldwork Agreement](#)

(5) Supervision of Interns.

- (a) In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.*
- (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. [Reference: Education Code Section 44462.](#) Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.*

Personnel from each participating district and the university regularly supervise University of La Verne LaFetra College of Education interns. The interns also receive the salary paid to regularly certificated employees.

[University of La Verne's interns are supervised on a weekly basis by the University](#)

school districts, county offices of education, charter schools or officially designated non-public schools. [List of participating districts: Agreements With Districts](#)

[Link to Internship Form](#)

(8) Early Program Completion Option. (Does not apply to an Education Specialist intern program) Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

- (a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields
- (b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- (c) Pass the [Reading Instruction Competence Assessment \(RICA\)](#) (Multiple Subject Credential only).
- (d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. ([Reference: Education Code Section 44468](#)).

The University of La Verne LaFetra College of Education makes available to each multiple and single subject intern candidate who qualifies, as defined above, the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential.

The early completion option is detailed in the student handbook:

Early Completion Option for Interns:

The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a Commission-approved intern program.

For more information on the requirements, please view the following link from the Commission on Teacher Credentialing:

https://www.etc.ca.gov/docs/default-source/leaflets/cl840.pdf?sfvrsn=216c8491_0

Schedule an appointment with your advisor if you are interested in this option.

Link to complete handbook: <https://education.laverne.edu/resources/fall-2017/>

(9) Length of Validity of the Intern Certificate. *Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. [Reference: Education Code Section 44325 \(b\).](#)*

The University of La Verne LaFetra College of Education ensures that each participant serves on a valid internship credential issued by the Commission. Faculty members work with interns to ensure successful program completion within the time limitations set by the internship credential. Credential Analysts verify ongoing eligibility.

(10) Non-Displacement of Certificated Employees. *The institution and participating districts must certify that interns do not displace certificated employees in participating districts.*

The University of La Verne LaFetra College of Education and its participating districts do not displace certificated employees with interns.

(11) Justification of Internship Program. *When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.*

The University of La Verne LaFetra College of Education recognizes ongoing need for interns in critical areas, like mathematics, the sciences and special education. Therefore, we are continuing to offer our internship programs as a service to our candidates and to the districts we serve.

(12) Bilingual Language Proficiency. *Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. [Reference: Education Code Section 44325 \(c\) \(4\).](#)*

Teacher intern candidates at the University of La Verne must pass the language proficiency subtest of the Commission-approved assessment program before beginning classroom teaching.

Preconditions for Education Specialist Programs: Preliminary Education Specialist

(1) English Language Skills. *In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. [Reference: Education Code Sections 44227, 44253.1, and 44283.](#)*

The University of La Verne LaFetra College of Education requires all teacher preparation candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all their students. Each teacher education candidate has the opportunity to understand programs for English Learners and how to assess and place students in appropriate programs. In addition, they design lessons using state adopted ELD and content standards. Strategies that are effective with the English learner are explicitly taught throughout the program, with special emphasis in the following courses

- 1) Education 425 – Language and Literacy
- 2) Education 426 – Introductory Teaching Practices Education
- 3) SPED 505 – Diversity Issues in Special Education--Seminar
- 4) SPED 405 – Diversity Issues in Special Education—Practicum
- 5) SPED 409 – Directed Teaching

All candidates are provided explicit instruction in the theories of first and second language acquisition and the connection between language development and literacy development. They also have numerous opportunities in classes and fieldwork to understand and correctly implement appropriate classroom management, alternative groupings, and inclusion. The level 1 education specialist program curriculum is described in the University Catalog: <https://laverne.edu/catalog/program/mildmoderate-education-specialist-preliminary-credential/>

(2) Program Admission. *The sponsor of an education specialist teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. [Reference: Education Code Sections 44227 \(a\).](#)*

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

Faculty members assess candidates for subject matter competence during the admission process and advise them of their options. Candidates continue to receive subject matter advising until they achieve Commission-approved subject matter competence. Only those who have verified commission-approved subject matter are permitted to begin regular classroom student teaching. Only those who have at least enrolled in an organized subject matter program or registered for the appropriate examination(s) may be admitted to the educational specialist program.

Program requirements: <https://laverne.edu/programs/mildmoderate-education-specialist-preliminary-credential/>

The following are the program requirements from the above link:

Program Requirements

GRADUATION

ADMISSIONS REQUIREMENTS

1. Three (3) letters of recommendation on official letterhead paper
2. A GPA of 2.8 or higher in a completed B.A. or B.S.
3. A passing score on admissions interview.
4. CBEST Passage (or proof of registration)
5. CSET Passage (or proof of registration)
6. TB Clearance
7. Fingerprint Clearance
8. Health Education/Drug Prevention/Sexually Transmitted Disease course
9. Internet access capability
10. Computer for Educators approved course
11. Public communication competence
12. U.S. History Constitution competence

Candidates meet with faculty members to verify subject matter competence during the admission process (using the [evaluation form](#)) and advise them of their options:

- The candidate provides evidence of having passed the Commission-approved basic skills exam or CL-667 equivalent; Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science.
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.

- The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

(3) Subject Matter Proficiency. *The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to solo teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. [Reference: Education Code Section 44227.](#)*

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall:

1. *Pass the Commission-approved Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or For integrated undergraduate programs only, the candidate must be monitored for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.*
2. *Hold a California general education teaching credential in any subject.*

For employment purposes, Education Specialists will have to meet the subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.

- (a) *For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)*
- (b) *For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.*

(c) *Those Education Specialists assigned to teach students whose curriculum is based on alternative achievement standards (i.e. alternatives to the California high school exit exam) may demonstrate subject matter competence through the same method as elementary teachers in (a) above.*

The University of La Verne LaFetra College of Education verifies that each education specialist candidate has met the appropriate the subject matter requirement prior to directed teaching (SPED 409), or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Directed Student Teaching form: <https://laverne.edu/locations/wp-content/uploads/sites/44/2017/04/409Application.2017.pdf>

(4) Completion of Requirements. *A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: [Reference: Education Code Sections 44225\(a\), 44227, and 44283.2\(a\).](#)*

- *Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution*
- *Satisfaction of the Basic Skills Requirement*
- *Completion of an accredited professional preparation program*
- *Completion of the subject matter requirement*
- *Demonstration of knowledge of the principles and provisions of the Constitution of the United States*
- *Passage of the [Reading Instruction Competence Assessment \(RICA\)](#) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates [Section 44283.2\(b\).](#)]*

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify that educational specialist program candidates meet all legal requirements prior to receiving a recommendation for the credential. The Credential Analyst's Preliminary Education Specialist Credential Evaluation [Form](#).

Preconditions for Education Specialist Programs
Early Childhood Special Education Added Authorization

Institutions must respond to the Preconditions for All Added Authorization Programs in addition to the below precondition.

- (1) Candidates accepted into the Early Childhood Special Education Added Authorization program must currently hold a preliminary education specialist teaching credential Mild/Moderate or Moderate/Severe or be eligible for the same education specialist teaching credential prior to recommendation for the Early Childhood Special Education Added Authorization.

The University of La Verne LaFetra College of Education verifies that candidates accepted into the Early Childhood Special Education Added Authorization program already hold the appropriate teaching credential.

Preconditions for Administrative Credentials: Preliminary Administrative Services
(Adopted February 2014)

(1) Possess one of the following valid credentials:

- (a) a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
- (b) a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
- (c) a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

[Education Code section 44270\(a\)\(1\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)](#)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to possess the appropriate prerequisite credential prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

The University of La Verne LaFetra College of Education verifies that each preliminary administrative credential candidate possesses a Commission-recognized baccalaureate degree and a valid teaching credential; or a services credential with a specialization in pupil personnel services, library services, health services, or clinical rehabilitative services; or a designated subjects credential and a Commission-recognized baccalaureate degree. Internship candidates must possess the appropriate prerequisite credential prior to assuming internship administrative responsibilities. The requirements are clearly described in the University Catalog: <https://laverne.edu/programs/preliminary-administrative-services-credential/>

Note, our website underwent a complete redesign and several web links recently changed (after the preconditions submission).

The following are the program requirements from the above link:

Program Requirements

GRADUATION

ADMISSIONS

In addition to University admission requirements, the following are required:

1. Possession of a valid California Credential in teaching, pupil personnel services, health, or library services;
2. A minimum of two years of full time experience in one of the areas listed above. (Three years full-time experience is needed for credential application and internship);
3. Verification of having passed the CBEST if working toward the credential;
4. Writing competency sample in response to required prompt;
5. Three positive letters of reference, two of which must be from active school district administrators; and
6. Personal interview

- (2)** Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute. [Education Code section 44252\(b\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)](#)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify the basic skills requirement has been met prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

All candidates for the Preliminary Administrative Services Credential, including interns, must show that they have met the basic skill requirement. Program Requirements: <https://laverne.edu/programs/preliminary-administrative-services-credential/>

Candidates meet with faculty members to verify evidence of having passed the Commission-approved basic skills exam or CL-667 equivalent during the admission process (using the [evaluation form](#)).

- (3)** Verification of one of the following prior to being recommended for the preliminary credential
- (a) five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A);
 - (b) five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology. or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or
 - (c) a combination of (a) or (b).

[Education Code section 44270\(a\)\(2\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)\(4\)](#)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify appropriate experience as described above prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

The Credential Analysts Office verifies through employment documents that a candidate has completed five years of successful full-time teaching experience prior to being recommended for the preliminary credential. Verification of experience must be on the district or employing agency letterhead (or CL777 form) and signed by the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience. This experience must be obtained prior to issuance of the credential, but not before entering our program.

- (4)** *Has completed a Commission-approved preliminary or intern Administrative Services Credential Program based on Administrative Services Credential Program Standards (rev. 7/2013). [Education Code section 44270\(a\)\(3\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)\(2\)](#)*

The University of La Verne LaFetra College of Education Preliminary Administrative Services Program (PASC) document was reviewed by the CTC in February of 2015. The Preliminary Report of Findings from the review of the submission includes feedback and the status of each standard.

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify that preliminary administrative credential candidates meet all legal requirements prior to receiving a recommendation for the credential. The Credential Analyst's Preliminary Administrative Services Credential Evaluation [form](#).

- (5)** *Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). If a candidate has satisfied preconditions 1 through 4 but does not have an offer of employment, the Commission-approved program shall recommend for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment in and administrative position. [Education Code section 44270\(a\)\(4\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)\(6\)](#)*

The University of La Verne LaFetra College of Education verifies an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g). If a candidate has satisfied preconditions 1 through 4 but does not have an offer of employment, they will recommend for a Certificate of Eligibility which verifies completion of all requirements for the Preliminary Administrative Services Credential and allows the holder to seek employment in and administrative position.

Administrative Services Credential Clear Induction (Adopted December 2013)

- (1) Possess a valid California preliminary Administrative Services Credential. [Education Code section 44270.1\(a\)\(1\)](#) and [Title 5 of the California Code of Regulations section 80054\(d\)\(1\)](#)

The University of La Verne LaFetra College of Education verifies that each Administrative Services Clear Credential candidate possesses a valid California Preliminary Administrative Services credential. The requirements are clearly described in the University Catalog: <https://laverne.edu/programs/professional-administrative-services-credential/>

Note, our website underwent a complete redesign and several web links recently changed (after the preconditions submission).

The following are the program requirements from the above link and verified using the [evaluation form](#):

Program Requirements

GRADUATION

ADMISSIONS

In addition to the University requirements, the following are required:

1. A valid Preliminary Administrative Services Credential (Tier 1).
2. Employment in a full-time public or private school administrative position.

- (2) Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). [Education Code section 44270\(a\)\(4\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)\(6\)](#)

The University of La Verne LaFetra College of Education verifies an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g).

- (3) An entity that operates a program for the Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (clear credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer and university representative. [Education Code Section 44270.1 \(a\)\(3\)](#) and [Title 5 of the California Code of Regulations section 80054\(d\)\(1\)](#)

During the first semester of Executive Coaching, candidates log on to the Blackboard site for the course for direction on how to develop their [Individualized Induction Plan](#) with the assistance of their executive coach.

SP18_Executive Coaching_CRN_1912 Required Forms Forms to be Used by Candidate

Forms to be Used by Candidate

Qualifications of District Mentor

Attached Files: [Qualifications of Mentor Form.docx](#) (15,422 KB)

Each candidate will be assigned a district mentor in addition to the university executive coach. It is the job of the mentor to help the candidate move through the requirements, both political and legal, of serving as an administrator in the district. In order to assure that the mentor meets the qualifications of the California Credentialing Commission, each candidate must have his/her district mentor complete this form. This form is to be submitted to the University Program Administrator, Jaymi Abusham, no later than the third week of the program.

Professional Leadership Assessment-Candidate

Download this form and assess your leadership skills. [Personal Leadership Assessment.doc](#)

This survey instrument is to be completed by the candidate. The results of this survey are to be taken into consideration by the candidate as he/she reflects on the goals and objectives to be set in year one of the program.

Mentor's Prof. Leadership Assessment of Candidate

Attached Files: [Mentor Version,Personal Leadership Assessment.doc](#) (92 KB)

This survey instrument is to be completed by the district-assigned mentor to the candidate. The results of this survey are to be taken into consideration by the candidate as he/she reflects on the goals and objectives for year one of the program.

Individual Induction Plan--Year One

Attached Files: [Individual Induction Plan.docx](#) (18,359 KB)

This form is to be completed by the candidate during the first year of the program. It is to serve as a blue print and may be altered at any time during the year as seen necessary by the coach or candidate. It is the responsibility of the coach to work with the candidate to establish worthwhile goals and objectives that will help the candidate achieve a high level of performance as an administrator. These should be goals and objectives that will be of benefit to the site where the candidate is working.

Candidates complete assessments of their leadership strengths and areas of need. They also ask their district assigned mentors to do so. In collaboration with their coach, candidates develop an Individualized Induction Plan that is based upon strengths, needs, and the CPSEL continuum that are found in the Description of Practice workbooks. The IIP is meant to be a living document and is discussed during each coaching session with modification as needed. At the end of the first year of coaching, the candidate is asked to evaluate progress toward IIP goals, and develop a Year 2 IIP to reflect progress and ongoing needs.

Executive Coaches have numerous resources for guiding IIP development and implementation:

1. Webinar training on the Descriptions of Practice.
2. Detailed descriptors/ forms for each step of the IIP process-

To Use with Candidate

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

Induction Plans

Attached Files: [Individual Induction Plan- Yr 1](#) (15.319 KB)
[Individual Induction Plan- Yr 2](#) (17.581 KB)
[Sample Induction Plan](#) (15.319 KB)

Candidate candidates will work with you to develop an induction plan for each year of the program. The induction plan should be based upon the Personal Leadership Assessment, the Mentor Assessment of Candidate Leadership, and the Descriptions of Practice workbook. The goals should be developed with your guidance and deep understanding of transformational leadership. The induction plan should be a living document that can respond to changes as needed, and truly reflect meaningful work to support your new leader's growth. Goals should also reflect the candidate's desire to contribute to the improvement of the school and district community.

The template for induction plans for both years are attached here. In addition, a sample plan is attached.

Personal Leadership Assessment

Attached Files: [Personal Leadership Assessment](#) (30.1 KB)
[Mentor Assessment of Candidate Leadership](#) (50.8 KB)

Each candidate will assess his/her leadership style and disposition and use this information to develop induction plan goals. The Personal Leadership Assessment is available to your candidate(s) on the Executive Coaching course Blackboard site. A copy is also attached here for your convenience. It is recommended that you also complete the assessment when you begin working as an executive coach so that you understand the process and can also speak to your own strengths and areas of growth.

The candidate's district mentor should also be asked to complete the Mentor Assessment of Candidate Leadership (attached), and this information should be considered when developing induction plan goals.

Qualifications of District Mentor

Attached Files: [Qualifications of Mentor](#) (11.422 KB)

Each candidate will select a district mentor in addition to the university executive coach. It is the job of the mentor to help the candidate move through the requirements, both political and legal, of serving as an administrator in the district. In order to assure that the mentor meets the qualifications of the California Credentialing Commission, each candidate must have his/her district mentor complete this form. Your candidate should locate this form on their Executive Coaching course Blackboard page. A copy is also attached here for your convenience. This form should be collected with your candidate on no later than your third visit. Keep the form in your student file and email a copy to the program chairperson (Layna Abshanti).

3. Ongoing assistance from program chairperson on implementation of these tools.

In addition to the Commission's General Preconditions as well as Precondition 1, 2, and 3 above, a Commission-approved program shall determine prior to recommendation of a candidate for a clear Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

- (4)** *Verification of two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1). [Education Code Section 44270.1 \(a\)\(2\)](#) and [Title 5 of the California Code of Regulations section 80054\(g\)\(1\) and \(g\)\(2\)\(B\)](#)*

The district employer of any candidate who successfully completes the two-year Individual Induction Program will be asked to verify that the candidate has completed two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations. This verification will become part of the candidate's electronic portfolio used for verification of successful [completion of the requirements](#) for the Administrative Services Clear Credential.

- (5)** *Has completed a Commission-approved Clear Administrative Services Credential Induction Program based on Administrative Services Credential Program Standards (rev. 7/2013). [Education Code Section 44270.1 \(a\)\(3\)](#) and [Title 5 of the California Code of Regulations section 80054\(d\)\(3\)\(A\)](#)*

As candidates near the completion of their final semester of executive coaching, they are reminded that all documentation must be submitted to their coach and/or program chairperson in order to receive course credit. These documents are verified by the program chair. In the event that any item is missing, the program chairperson contacts the candidate and coach to collect them. In the rare case that a candidate needs more time to complete these documents, they are given an IP (In Progress) grade. This grade is converted to a letter grade once paperwork is complete.

The program requirements are verified using the [evaluation form](#)

Preconditions for Administrative Credentials: Pupil Personnel Services

(1) Specialization Requirements. *A college or university that operates a program of professional preparation shall have a curriculum that meets the requirements of (a) and one or more of (b), (c), (d), and (e) as specified below. Statutory basis: Title 5 California Code of Regulations, Section 80632, Article 2, Professional Preparation Programs.*

(a) In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, all programs approved as preparation in pupil personnel services shall give primary emphasis to helping public school pupils to achieve academic success by emphasizing the importance of academic advising. Persons admitted to programs must have a minimum of a baccalaureate degree from an accredited college or university in a subject other than Education.

The University of La Verne offers pupil personnel services programs in school counseling and school psychology. Both programs emphasize the importance of academic advising and require that each credential candidate possesses a Commission-recognized baccalaureate degree. The requirements are clearly described in the University Catalog:

- School Counseling: <https://education.laverne.edu/counseling/>
- School Psychology: <https://education.laverne.edu/psychology/>
Note, our website underwent a complete redesign and several web links recently changed (after the preconditions submission).

*(b) Credit for successful completion of a program of study for the **school counselor specialization** shall be: Equivalent to a minimum of 48 semester units or 72 quarter units; or 720 classroom hours of post baccalaureate study.*

The University of La Verne school counseling preparation program requires 48 semester-units of graduate level course work in order to be eligible for a credential recommendation. *The program curriculum is described in the University Catalog:* <https://education.laverne.edu/counseling/>

*(c) Credit for successful completion of a program of study for the **school social work specialization** shall be: Equivalent to a minimum of 45 semester units or 67.5 quarter units; or 675 classroom hours of postgraduate study.*

*(d) Credit for successful completion of a program of study for the **school psychologist specialization** shall be: Equivalent to a minimum of 60 semester units or 90 quarter units; or 900 classroom hours of postgraduate study.*

The University of La Verne school psychology preparation program requires 61 semester-units of graduate level course work in order to be eligible for a credential recommendation. *The program curriculum is described in the University Catalog:* <https://education.laverne.edu/psychology/>

*(e) Credit for successful completion of a program of study for the added **child welfare and attendance services specialization** shall be: Equivalent to a minimum of 9 semester units or 13 quarter units; or 135 classroom hours of postgraduate study.*

Preconditions for Specialist Credentials and Added Authorizations Reading and Literacy Added Authorization (RLAA) and the Reading and Literacy Leadership Specialist (RLS) Credential

- (1) Prerequisite Teaching Credential.** RLAA and/or the RLS Credential Programs shall determine, prior to recommending a candidate for the credential, that the candidate possesses a valid teaching credential as specified in [Education Code section 44203\(e\)](#).

The University of La Verne LaFetra College of Education is currently teaching-out the RLAA and RLS Credential Programs. The last candidates will complete the program Spring 2019. The program is no longer being promoted and admission requirements have been removed from the website.

Applicants to the Reading and Language Arts Specialist Credential or Reading Certificate Programs must provide evidence of a valid teaching credential as part of the admission process.

The admissions requirements can be found on the program brochure:

The University of La Verne proudly offers professional educators three options for increasing their effectiveness in the area of literacy education:

- ☑ Reading and Literacy Added Authorization (RLAA)
- ☑ Reading and Literacy Leadership Specialist Credential (RLS)
- ☑ Master of Education in Reading (Reading M.Ed.)

Designed for classroom teachers, teacher specialists, college instructors, and administrators, for those three of the programs may be pursued concurrently.

The programs offer theoretical foundations and practical applications for professional educators who desire to develop their skills and knowledge in literacy education within grade levels pre-K through 12 and/or at the college level.

All components of the curriculum are focused on preparing educators for the broadened literacy demands of the 21st century.

Reading and Literacy Added Authorization (RLAA) and Reading and Literacy Leadership Specialist Credential (RLS) Program Prerequisites:

1. An earned BA or B.S. from an accredited institution
2. Completion of a California state-approved Teaching of Reading course
3. Possession of a preliminary or clear teaching credential (multiple or single subject) issued by the California Commission on Teacher Credentialing (Strategic Personnel) and/or fulfill the requirement.
4. Passing score on the CREST
5. Satisfactory interview with the Graduate Reading Program Chairperson
6. Minimum GPA of 3.0
7. Demonstration of graduate-level writing ability (if necessary)

The University of La Verne LaFetra College of Education has developed a system using trained Assistant Directors of Admissions to verify that Reading and Language Arts Specialist program candidates meet admissions criteria through their application and supplemental documentation submitted via application software. Final [verification](#) is completed during the interview process with the program chair prior to being admitted to the program.

- (2) English Learner Authorization.** RLAA and/or the RLS Credential Programs shall determine, prior to recommending a candidate for the credential, that the candidate possesses an English Learner authorization as specified in [Education Code sections 44253.1; 44253.2; 44253.3; 44253.4; 44253.5; 44253.6; 44253.10; or 44253.11](#).

Applicants to the Reading and Language Arts Specialist Credential or Reading Certificate Programs provide verification of evidence of English Learner authorization.

- (4) Basic Skills Requirement.** RLAA and/or the RLS Credential Programs shall determine, prior to recommending a candidate for the credential or Added Authorization, that the candidate has met the Basic Skills Requirement as specified in [Education Code section 44252\(b\)](#), unless exempt by

statute.

All candidates for the Reading and Language Arts Specialist Credential or Reading Certificate Programs must show that they have met the basic skill requirement.

(5) Full-Time Teaching Experience. *RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the credential, that the candidate has verified completion of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency credential or permit.*

Clarification of Program Precondition 2

Full-Time Experience is defined as teaching for a minimum of four hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time employment will be accepted. Experience earned outside California must be verified on the official letterhead of the out-of-state employer or employers by the superintendent, assistant superintendent, director of personnel or human resources by which the individual was employed.

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

The Credential Analysts Office verifies through employment documents that a candidate has completed three years of successful full-time teaching experience prior to being recommended for the Reading and Language Arts Specialist credential.

(5) Completion of Requirements. *Reading and Literacy Added Authorization and/or the Reading and Literacy Leadership Specialist Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate has completed all requirements for the Commission-approved program based on the [RLAA](#) and/or [RLLS Credential Program Standards \(rev. 03/2011\)](#).*

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify that Reading and Language Arts Specialist program candidates meet all legal requirements prior to receiving a recommendation for the credential. The program curriculum is described in the University Catalog: <https://laverne.edu/programs/reading-and-language-arts-specialist-credential/>

The verification is conducted through Course Program Evaluation [report](#) completed by the University Registrar, verification of employment, and a [letter](#) certifying program completion signed by the program chair.

Appendix 1: WASC Letter



April 30, 2015

Devorah Lieberman
President
University of La Verne
1950 Third Street
La Verne, CA 91750

Dear President Lieberman:

At its meeting by conference call on February 26, 2015, a panel of the Interim Report Committee considered the Interim Report submitted by the University of La Verne (ULV) on November 1, 2014. In addition to your Interim Report, the panel had access to the Commission's July 10, 2012 action letter and the institution's accreditation history. The panel and I would like to thank you, Jonathan Reed, Provost, Beatriz Gonzalez, Associate Provost, Sammy Elzarka, Director of the Center for Advancement of Faculty Excellence, Richard Simpson, Professor of Strategic Management, and Mark Goor, Special Assistant to the Provost and Accreditation Liaison Officer (ALO) for participating in the call and giving the panel an opportunity to discuss the report. The conversation was informative and helped the panelists better understand University of La Verne's challenges and progress since 2012.

The Commission's July 2012 Educational Effectiveness Review action letter called for the Interim Report to focus on four topics: 1) developing a sound integrated strategic plan; 2) refining systems for assessment of student learning, assessing the new general education program, and extending assessment to the law school; 3) strengthening program review; and, 4) setting and achieving faculty diversity goals.

The panel expressed their appreciation for the obvious time and effort ULV devoted to the 2014 Interim Report and found the report organized and well written. The panel commended ULV for the report's depth and breadth and overall thoroughness. The report was informative and helpful to the panel, targeting recommendations from the Commission's action letter. It was clear to the panel that ULV took the Commission's recommendations to heart and that a great deal of good progress has been made since the EER.

Developing a sound integrated strategic plan. The review panel was impressed with ULV's ambitious strategic plan and its wide-spread distribution and acceptance across the institution. The plan pays careful attention to factors that may affect ULV in the next 5 years including the role of off-campus sites and the university's model of distributed learning. ULV's strategic plan considers the financial impact of each initiative proposed and the university intends to link its annual budgeting process and its comprehensive campaign to the plan to prioritize and, then, fund initiatives. (CFR 3.4, 4.6, 4.7)

Refining systems for assessment of student learning, assessing the new general education program, and extending assessment to the law school. ULV has taken a systematic approach to university-wide assessment of student learning with planning in place for most initiatives and system-level components. The College of Law (COL) is included in this system having developed and published program and course-level student learning outcomes, mapped outcomes to the curriculum, and established sound plans to assess learning. The COL is commended for its readiness center and workshops which have likely helped improve students' bar pass rates. ULV has completed the assessment of one General Education (GE) component and is using this assessment to envision curricular changes. By the time of the comprehensive review, ULV should include a consistent use of direct evidence in the assessment of student learning and settle on agreed upon levels of achievement of learning outcomes, complete implementation of the entire assessment system, and complete the evaluation of and revisions to the GE program. (CFR 2.2-2.4, 2.6, 4.3-4.5)

985 Atlantic Avenue, Suite 100 Alameda, CA 94501 Phone: (510) 748-9001 fax: (510) 748-1477 wascsr@wascsenior.org

Strengthening program review. ULV has made a great deal of progress to promote the quality of the program review process and its outcomes across the institution. New leadership, including the ALO, Institutional Research Director and Associate Provost, have helped foster efforts for program review to include the consistent use of assessment findings, thoughtful analysis of valid data, and clear and effective methods to follow up on reviews, connecting them to planning and budgeting. (CFR 2.7, 4.1-4.7)

Setting and achieving faculty diversity goals. The review panel commends ULV for their work to set and achieve faculty diversity goals. The university has instituted a number of dedicated efforts including the creation of the Chief Diversity and Inclusivity Officer and hiring of Latina/os in key positions to enhance diversity. ULV also includes several diversity initiatives in its strategic plan, many of which have been launched since 2012, which build on best practices. (CFR 1.4, 3.1, 4.6, 4.7)

After extensive discussion of the progress that has been made by University of La Verne thus far, the panel decided to:

- Receive the Interim Report; and
- Recommend continuing with the Mid-Cycle Review in spring 2016;
- Request that progress on the four topics addressed in this letter be included in the institutional report for the Offsite Review (OSR) in fall 2019 and Accreditation Visit in spring 2020.

The panel would like to affirm the hard work and important steps University of La Verne has taken to address these issues to this point. I wish you and University of La Verne every success.

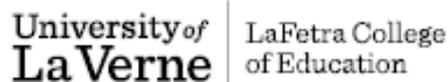
Sincerely,



Maureen A. Maloney
Vice President

cc: Mark Goor, ALO
Members of the Interim Report Committee

Appendix 2: General Preconditions Evidence Verification



To: Commission on Teacher Credentialing, Accreditation Division
From: Dr. Kimberly White-Smith, Dean of the LaFetra College of Education

Date: March 30, 2108

Subject: General Preconditions Evidence Verification

This document serves as a statement of assurances by the Unit Head, Dean of the LaFetra College of Education. The Dean positively affirms the veracity of all statements in the University of La Verne General Preconditions report submitted on March 30, 2018, specifically those that require assurances:

- (2) **Enrollment and Completion.** Assurance that the institution understands that once it accepts and enrolls a candidate in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate:
 - i. completes the program;
 - ii. withdraws from the program;
 - iii. is dropped from the program based on established criteria; or
 - iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

- (3) **Responsibility and Authority.** Assurance that no one other than employees of the approved institution will submit credential recommendations and that any individual who is recommending will always be a current employee of the approved institution.

- (5) **Commission Assurances.** Assurance that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and (c) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

- (6) **Requests for Data.** Assurance that the institution understands that it is its responsibility to check the contact information listed on the Commission's approved program page and to make any necessary updates at least on an annual basis.

- (7) **Veracity in all Claims and Documentation Submitted.** Assurance that all statements, documents, and information provided to the Commission by the institution is accurate and truthful.

- (11) **Student Records Management, Access, and Security.** An assurance that student records are maintained at a central location or designated/main institutional site. And, and assurance that indicates the location in which the student records are housed are secured (locked cabinets or

secure server) and not accessible by the public.

(12) Disclosure. That the institution does not use any outside entity to provide direct educational services to candidates.

Sincerely,



Dr. Kimberly White-Smith, Dean

Appendix 3: Catalog Entry: Teach-out Policy

Subpoenas: FERPA permits educational agencies and institutions to disclose, information from a student's educational record without the student consent in order to comply with a judicial order or a "lawfully issued subpoena". The university will make a reasonable effort to notify the student of the order or subpoena unless we have specific orders to prevent us from doing so. FERPA exempts institutions from the notification requirement in the case of a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, that specifically orders the institution to not notify the student.

Teach-out Policy: Occasionally, the University of La Verne discontinues a degree program at a particular location or for a specific delivery modality. In such cases a formal announcement is made to all enrolled students affected by the decision describing a teach-out plan with a timeline of course offerings that allows a reasonable time to completion. The University is obliged to offer all the courses and support necessary to complete the program for each student who started the program and maintained continuous enrollment in good standing. In addition, all students who have registered in a course in the program during the preceding 24 months and who have successfully completed at least 50% of the semester hours required in the program will be offered all necessary courses to complete the degree at or near the location where they have been attending. Students who have not registered in a course within the preceding 24 months or who have not been continuously registered and completed less than 50% of the program will be advised of alternative options to the discontinued degree program. When teach-outs involve programs governed by a contractual agreement, all such agreements will be honored. The schedule for discontinuance and teach-out plan will be developed by the program chair (in consultation with the ROC Dean and Director, as appropriate) and approved by the college Dean and the Provost. The Provost will monitor implementation.

Title IX: Sex Discrimination, Harassment, and Assault

Policy on Sexual and Gender-Based Harassment, Discrimination, Retaliation, and Other Forms of Interpersonal Violence (Title IX): The University of La Verne, consisting of its ten campuses in California, wherever located (collectively, the "University"), is an institution built upon honor, integrity, trust, and respect. Consistent with these values, the University is committed to providing a safe and non-discrimina-

tory learning, living, and working environment for all members of the University community. The University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. To that end, this policy prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972 ("Title IX"); Title VII of the Civil Rights Act of 1964 ("Title VII"); and/or federal and California laws. Such regulations also require the University to fulfill certain obligations under the Violence Against Women Reauthorization Act of 2013 ("VAWA"), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"), and various California laws.

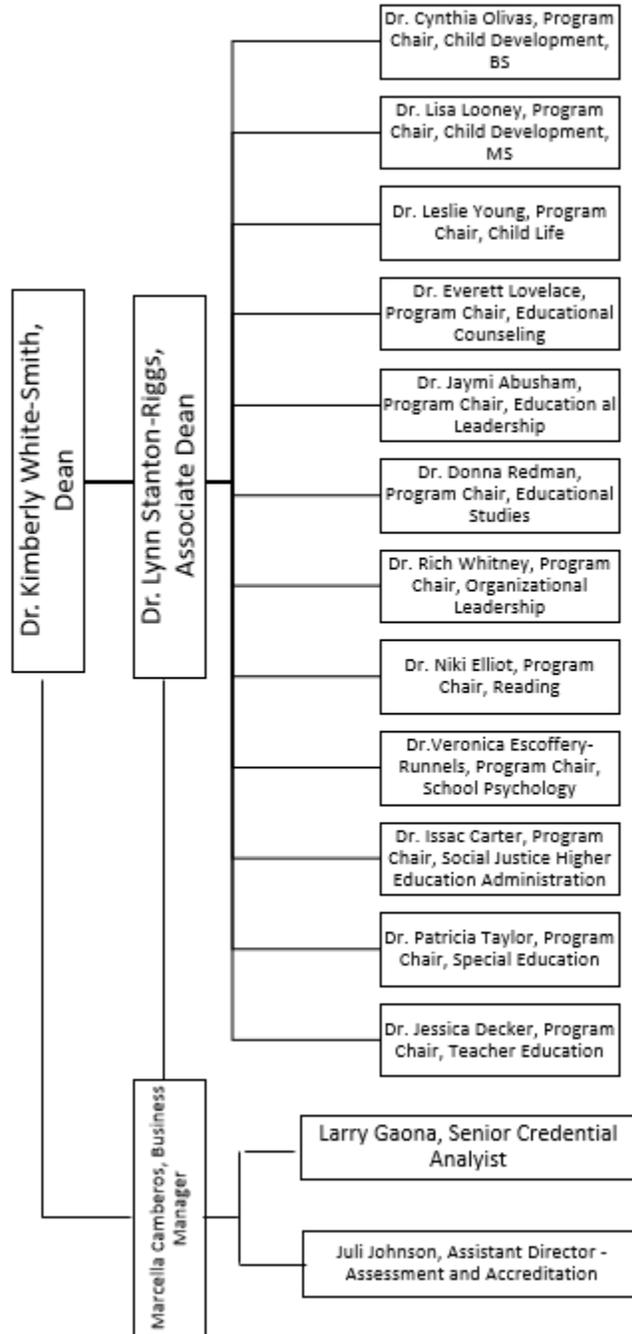
The University prohibits Sexual Assault, Sexual Exploitation, Relationship Violence, Stalking, Sexual or Gender-Based Discrimination, Harassment, Complicity in the commission of any act prohibited by this policy, and retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any investigation or proceeding under this policy (collectively, "Prohibited Conduct"). These forms of Prohibited Conduct are unlawful, undermine the character and purpose of the University, and will not be tolerated.

The University adopts this policy with a commitment to: (1) eliminating, preventing, and addressing the effects of Prohibited Conduct; (2) fostering the University's Community of Trust, in which Prohibited Conduct is not tolerated; (3) cultivating a climate where all individuals are well-informed and supported in reporting Prohibited Conduct; (4) providing a fair and impartial process for all parties; and (5) identifying the standards by which violations of this policy will be evaluated and disciplinary action may be imposed. Employees or Students who violate this policy may face disciplinary action up to and including termination of employment and/or expulsion from the University. The University will take prompt and equitable action to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The University conducts ongoing prevention, awareness, and training programs for Employees and Students to facilitate the goals of this policy.

It is the responsibility of every member of the University community to foster an environment free of Prohibited Conduct. All members of the University community are encouraged to take reasonable and prudent actions to prevent or stop an act of

Appendix 4: LFEC Organization Chart

Organizational Chart



Appendix 5: Catalog Entry: Policy Against Discrimination and Harassment

are specified in his/her position description, tasks assigned by supervisor, or by a contract agreement; (b) perform a task related to a student's education; (c) perform a task related to the discipline of a student; or (d) provide a service of benefit relating to the student or student's family such as health care, counseling, job placement, library services, or financial aid.

Although an individual has been designated as a "school official", it should not be assumed they have the right of access to any or all student education records. The school official, such as a faculty or staff member, must be able to demonstrate to the custodian of records a legitimate educational interest, and such a determination must be made on a case-by-case basis.

FERPA does allow the following directory information to be released without student consent. The University can provide; student's name, enrollment status (full time or part time and class level), major field of study, dates of attendance, degrees and awards received, email address, permanent address, current phone number, participation in officially recognized activities, photographs, and, for student athletes, weight and height. A student wishing to withhold this directory information must complete the Privacy Request Form in La Verne's Registrar's Office or at their center of registration. The privacy request will be valid until the student directs the Registrar's Office or campus of registration to remove the request.

The University of La Verne will not disclose any information from a student's education record unless we have written consent from the student or the request meets one of the above exceptions as allowed by FERPA. Students may obtain a Third Party Authorization Form from the Office of the Registrar or Office of Academic Advising.

Freedom of Access: The University of La Verne is open to all applicants qualified according to its published admissions policies and standards. Upon matriculation, each student has access to all La Verne services and facilities for which he or she is qualified. Access may be denied to persons who are not University students.

Policy Against Discrimination and Harassment: The University of La Verne is committed to maintaining a learning, working, and living environment for

students, faculty and staff that is free from discrimination and harassment based on a person's race, color, religion, national origin, ethnic origin, ancestry, citizenship, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender (including gender identity and expression), marital status, age, physical or mental disability, medical condition, genetic characteristics, military and veteran status, or any other characteristic or status protected by applicable law.

The University also prohibits discrimination and harassment based on the perception that anyone has any of these characteristics, or that anyone is associated with a person who has, or is perceived as having, any of these characteristics.

Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities, to women who are pregnant, and/or to accommodate religious beliefs and practices.

Sexual misconduct including, but not limited to, sexual assault, sexual exploitation, domestic and intimate partner violence and stalking is a form of sexual harassment and is also a violation of University policy.

Any person who believes s/he has been subjected to discrimination or harassment or the victim of sexual misconduct may utilize the University's complaint procedures. All such complaints will be promptly and thoroughly investigated through an impartial investigative process. It is against University policy and applicable law to retaliate against anyone who files a complaint or cooperates in the investigation of a complaint. Complaints may be submitted to the Office of Student Affairs and/or Office of Human Resources.

Information concerning the Policy Against Discrimination and Harassment and Policy Against Sexual Misconduct, compliance with applicable laws, statutes and regulations (such as Title VI of the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973), and complaint procedures is available from the Office of Student Affairs, Office of Human Resources, or online at <https://sites.laverne.edu/student-affairs/> or <http://laverne.edu/hr/>.

Appendix 6: Catalog Entry: Appeals

drop or withdraw from the course after they have been sanctioned for academic dishonesty.

2. If a faculty member has reason to suspect academic dishonesty (even after having seen requested additional or revised work when appropriate) and the student denies the allegation, the faculty member may refer the matter to the Associate Vice President of Academic Support Services or designee (through the Campus/Program Director for off-campus students). Following due process an Academic Judicial Board may be formed to investigate the matter and make a recommendation to the Provost about whether academic honesty has been violated. The Provost will then take appropriate action which may include, but is not limited to, academic probation, suspension, or expulsion. In this process, students may be asked to produce earlier drafts of their work and/or original notes and resources, other samples of writing, or documents deemed appropriate or necessary by the Board.
3. Grades of F or NCR received in courses due to academic dishonesty will be filed with appropriate documentation for future reference in the Office of the Provost, by the Department Chair, Academic Dean, or Campus/Program Director. Students receiving an F or NCR as a result of academic dishonesty will be sent a letter from the Associate Vice President of Academic Support Services noting that a second offense will result in expulsion.
4. Expulsion for academic dishonesty will be noted on the student's transcript by the words "Expelled for Academic Dishonesty."

College of Law students are covered by the academic dishonesty policies contained in the College of Law Manual of Academic Policies and Procedures.

Appeals Procedures on Academic Matters:

Students may appeal final grades, academic honesty decisions, and most policy decisions, and they may submit academic grievances. All must be made in a timely manner, within four weeks of the action or decision in question. All appeals must be submitted in writing only. Administrative fees may be assessed. Please contact Academic Support and Retention Services for more information.

Final Grades: Procedures for appealing final grades are contained in the Final Grades section of this catalog. Appeals begin with the instructor of the course and then goes successively to the program chair and department chair, the college Dean, and the Provost. The decision of the Provost is final.

Academic Honesty: Procedures for appealing academic honesty violations are contained in the Academic Honesty section of this catalog. Appeals begin with the instructor and then may be taken successively to the program chair and department chair, college Dean, and Provost. The decision of the Provost is final.

Academic Disqualification (Undergraduate): Students who have been disqualified may not register for subsequent terms. A disqualified student may appeal for reinstatement to the Associate Vice President of Academic Support Services. An ROC student may appeal for reinstatement to the Dean of ROC. A plan to improve academic performance must be submitted and a contract signed. Appeals must be made immediately upon notification of disqualification.

Academic Disqualification (Graduate): Students who have been disqualified from a graduate program may not register for subsequent terms. A disqualified graduate student may appeal for reinstatement to the Academic Dean of his or her college. Should the dean reinstate the student and the student not meet the conditions specified at the time of reinstatement, academic disqualification will result.

Academic Policy Exceptions: Appeals for exceptions to academic policy must be submitted to the Undergraduate Appeals Committee or the Graduate Appeals Committee. Appeals must be made in writing, on the appropriate appeals form, with the signatures of the academic or program advisor and appropriate course instructors. Students are advised to write a detailed statement indicating the reasons they are requesting the exception to university policy and provide supporting documentation to substantiate their reasons. Each appeal is carefully reviewed by the committees and a decision is sent to the student's La Verne email address. Students can obtain this form from the Office of the Registrar. Graduate students may obtain this form from

Graduate Academic Services or the Regional Campus Office. Appeals Committee decisions may be challenged with a written appeal to the Provost. The decision of the Provost is final.

Appeals by Students with Disabilities: La Verne has established a set of procedures that address policy implementation for students with disabilities. Should any student desire to initiate action related to a diagnosed disability or to initiate testing for a disability, he/she should refer to the Information and Accommodations Packet which can be accessed through the university website under Disabled Student Services.

Class Attendance: The University of La Verne Faculty believes class attendance is consistent with classroom conduct to foster successful learning and academic success. University Faculty support efforts to ensure students who are enrolled in courses are attending scheduled online or face to face sessions and are fully participating in required course activities and assignments.

The University of La Verne Faculty requires regular and prompt attendance in all courses. Students who do not attend courses without prior consent of the faculty member will not be guaranteed a space in the course if the student: 1) does not attend the first week of the term/semester for a course or 2) does not comply with the online instructor's attendance requirements (e.g., logging into the online course) the first week of the term/semester. Students who do not attend courses or participate online as described above may be administratively dropped, at the discretion of the instructor and/or Regional Campus Director.

Students who add a course during open registration period or by instructor approval after the open registration period must attend consecutive class meetings equivalent to one week to secure their spot in the course. For example, if a course meets three times a week, students are expected to attend three consecutive class sessions; students who enroll in online courses are expected to have logged in and completed all assignments up to the current week of attendance.

Attendance Policy: Students have the responsibility to drop the course from their schedule during the open registration period to be eligible for refunds per the University's refund policy schedule. This

needs to be done within the open registration period to avoid a failing grade, financial obligations, or late fees. Students should refer to the class syllabus for the instructor attendance policy for every course they are registered. The instructor may assign extra work, require special examinations, or refuse to grant credit for a course based on the number of class sessions missed.

The University of La Verne supports the faculty's right to administratively withdraw enrolled students who miss more than 50% of scheduled course meetings and/or the equivalent of required assignment or activities within the first 50% of the course duration. Instructors may on a case-by-case basis make exceptions for students who demonstrate extenuating circumstances such as illness or other documented circumstances.

Administrative withdrawal is also subject to the following provisions:

- It is recommended that faculty reference this catalog policy in their syllabi if they intend to exercise rights granted by this attendance policy. Students may not plead ignorance of this attendance policy as published in the catalog in the absence of language in course syllabi.
- Instructors may initiate administrative withdrawal on the first day after the fee refund period.
- The University Registrar will notify students who have been administratively withdrawn from a course at the Instructors' request.
- Students who are administratively withdrawn for limited or non-attendance or limited participation as noted above will earn a grade of W on their transcript for each course that he/she has been withdrawn.
- Students who are administratively withdrawn for limited or non-attendance or limited participation as noted above will not be eligible for a tuition refund and may be subject to further sanctions associated with financial aid eligibility policies found in this catalog. Example: a drop in unit value could compromise full-time or half-time standing tied to financial aid eligibility.
- Faculty who choose to not administratively withdraw students reserve the right to assign the appropriate grade at the end of the semester that is consistent with University grading policies.

Appendix 7: LFCE Faculty – Public School Participation

Abusham, Jaymi	Supervision
Allen, Jacquelyn (Jackie)	Supervision
Bechard, Amber	Professional Development
Beltran, Valerie	Supervision
Bracho, Christian	Professional Development
Collins , Mary	Supervision
Decker, Jessica	Supervision
Elderson, Kathrine (Kathy)	Supervision
Escoffery-Runnels, Veronica	Supervision
Flemington, Anita	Professional Development
George-Williams, Gyasmine	Supervision
Ibarra, Laura	Supervision
Lovelace, Everett	Supervision
Mac, Sylvia	Supervision
MacAuley, Monica	Supervision
Madhuri, Marga	Supervision
Marinoble, Rita	Supervision
Matamala, Shana	Supervision
Mayer, Lanney	Supervision
Mitchell, Kimberly	Supervision
Montes, Adonay	Supervision
Perry, David	Supervision
Pfenninger, Sarah	Professional Development
Saldana, Justiniano (Justin)	Supervision
Schroeder, Laurel (Laurie)	Professional Development
Springer, Joy	Supervision
Stachowiak, Bettye	Supervision
Stiler, Gary	Supervision
Taylor, Patricia (Pat)	Professional Development
Trotter, Janet	Supervision
Walker, Nancy	Supervision
Woessner, Michael	Supervision

Appendix 8: Clinical Teaching Overview

University of La Verne

LaFetra College of Education

Clinical Teaching Overview

New Program

Clinical Teaching is a seamless experience for teacher candidates that incorporates university course work with on-site classroom experiences. The Candidate is placed with a cooperating School-Site Supervisor, where he/she does four semesters of Clinical Teaching (observations, individual and small group intervention and instruction, and a limited number of candidate directed lessons per semester). During the third and fourth semester, the Candidate will complete his/her traditional 15 weeks of student teaching. It is the University's hope that the Candidate will remain at the same placement for the two-year length of the program. However, at the conclusion of each semester, the School-Site Supervisor and University will review the Candidate's placement for possible change. Below is a list of the traditional order in which students take classes.

All forms can be found on the Clinical Teaching Website:

<https://education.laverne.edu/resources/fall-2017/>

Semester/ Term One

426 (Multiple Subject)/428 (Single Subject) – Introductory Teaching Practices

The focus of this course is to provide credential candidates the opportunity to learn about students, prepare and teach lessons to meet the needs of English learners, develop reflective skills, and incorporate technology into lessons.

20 hours of Clinical Fieldwork

2 Candidate directed lessons- 1 SDAIE lesson observed by the University Supervisor

1 ELD lesson and 1 SDAIE lesson: Multiple Subject (1 SDAIE lesson observed by the University Supervisor) 2 SDAIE lessons: Single Subject (1 SDAIE lesson observed by the University Supervisor)

All lessons plans need to first be approved by the 426/428 instructor. The approved lesson plan must be received by the University Supervisor 24 hours before the scheduled observation.

EDUC 426/428	Candidate	School-Site Supervisor	University Supervisor
Responsibilities	<ul style="list-style-type: none"> Email/ call the School- Site Supervisor to set up your observation times Complete 20 hours of fieldwork Plan and teach 2 lessons approved by your EDUC 426/428 instructor (<i>Only 1 SDAIE lesson is observed by your University Supervisor</i>) Co-plan, co- teach, and become actively involved in the classroom 	<ul style="list-style-type: none"> Orient the Candidate to your classroom and school site Meet with the University Supervisor for an introduction to the Clinical Teaching model Provide the Candidate opportunities to observe you teaching ELD and SDAIE lessons Provide the Candidate the opportunity to teach 2 lessons 	<ul style="list-style-type: none"> Set up and facilitate a Meet and Greet with the School-Site Supervisor Observe 1 SDAIE lesson (<i>Lesson must be approved by the instructor prior to teaching</i>) Conduct 1 post-observation conference
Forms	<ul style="list-style-type: none"> Design 2 lessons that are approved by your instructor and School-Site Supervisor before they are taught Turn in Semester Evaluation of Performance and Observation Form to your instructor 	<ul style="list-style-type: none"> Complete 1 Semester Evaluation Form collaboratively with the University Supervisor (<i>One form is completed for both first semester classes</i>) 	<ul style="list-style-type: none"> Complete 1 EDUC 426/428 Observation Form Complete 1 Semester Evaluation Form collaboratively with the School-Site Supervisor (<i>One form is completed for both first semester classes</i>)

425 (Multiple Subject) - Language and Literacy

The focus of this course is covering the philosophy, methods, and materials for teaching beginning literacy skills.

* Multiple Subject candidates are required to complete their 20 hours of fieldwork for 425, in a lower grade level (Transitional Kindergarten (TK) - 3rd grade) *

427 (Single Subject) - Language and Literacy

The focus of this course is to examine disciplinary literacy in order to support candidates in teaching students to make sense of the language and literacy skills required in their particular content areas.

20 hours of Clinical Fieldwork

2 Candidate directed lessons- 1 observed by the University Supervisor

All lessons plans need to first be approved by the 425/427 instructor. The approved lesson plan must be received by the University Supervisor 24 hours before the scheduled observation.

EDUC 425/427	Candidate	School-Site Supervisor	University Supervisor
Responsibilities	<ul style="list-style-type: none"> • Complete 20 hours of fieldwork • 425-fieldwork hours must be completed in a lower grade level (TK- 3rd) • Co-plan, co- teach, and become actively involved in the classroom • Plan and teach 2 lessons approved by your EDUC 425/427 instructor (<i>Only 1 lesson is observed by your University Supervisor</i>) • Observe and reflect on procedures and routines • Practice and use at least two procedures 	<ul style="list-style-type: none"> • Provide the Candidate the opportunity to teach 2 lessons 	<ul style="list-style-type: none"> • Observe 1 reading lesson (<i>Lesson must be approved by the instructor prior to teaching</i>) • Conduct 1 post-observation conference • Provide feedback on the use of procedures and routines
Forms	<ul style="list-style-type: none"> • Turn in Semester Evaluation of Performance and Observation Form to your instructor • Complete the Reflective Analysis of Procedures and Routines 	<ul style="list-style-type: none"> • Complete 1 Semester Evaluation Form collaboratively with the University Supervisor (<i>One form is completed for both first semester classes</i>) 	<ul style="list-style-type: none"> • Complete 1 EDUC 425/427 Observation Form • Complete 1 Semester Evaluation Form collaboratively with the School-Site Supervisor (<i>One form is completed for both first semester classes</i>)

Semester/ Term Two

440 (Multiple Subject)/442 (Single Subject) – Intermediate Teaching Practices

The focus of this course is to provide credential candidates with additional support for creating well- developed lesson plans/units. In addition, candidates will develop an understanding of culturally responsive pedagogy and be able to evaluate resources based on diverse students' needs.

20 hours of Clinical Fieldwork

* Multiple Subject candidates are required to complete their 20 hours of fieldwork for 440, in an upper grade level (4th – 6th grade) *

2 Candidate directed lessons- 1 Observed by the University Supervisor (440 and 442 have different observation forms)

All lesson plans need to be emailed to the University Supervisor 24 hours before the scheduled observation.

EDUC 440/442	Candidate	School- Site	University Supervisor
Responsibilities	<ul style="list-style-type: none"> • Complete 20 hours of fieldwork • 440-fieldwork hours must be completed in an upper grade level (4th – 6th) • Co-plan, co- teach, and become actively involved in the classroom • Plan and teach 2 lessons (<i>Only 1 lesson is observed by your University Supervisor</i>) 	<ul style="list-style-type: none"> • Provide the Candidate the opportunity to teach 2 lessons 	<ul style="list-style-type: none"> • Provide feedback on the lesson plan prior to the scheduled observation • Observe 1 lesson • Conduct 1 post-observation conference
Forms	<ul style="list-style-type: none"> • Turn in Semester Evaluation of Performance and Observation Form to your instructor 	<ul style="list-style-type: none"> • Complete 1 Semester Evaluation Form collaboratively with the University Supervisor (<i>One form is completed for both second semester classes</i>) 	<ul style="list-style-type: none"> • Complete 1 EDUC 440/442 Observation Form • Complete 1 Semester Evaluation Form collaboratively with the School-Site Supervisor (<i>One form is completed for both second semester classes</i>)

441 (Multiple Subject)/443 (Single Subject) – Advanced Teaching Practices

The focus of this course is to provide credential candidates the opportunity to learn about students, develop an understanding of different learning theories, prepare a variety of lessons, develop reflective skills, and incorporate technology into lessons. Students will prepare an instructional unit consisting of five lessons plans. Three of the lessons will be taught in the fieldwork classroom.

20 hours of Clinical Fieldwork

3 Candidate directed lessons- 2 observed by the University Supervisor

(1 Cooperative lesson observed by the University Supervisor and 1 Inquiry lesson observed by the University Supervisor)

All lesson plans need to be emailed to the University Supervisor 24 hours before the scheduled observation.

EDUC 441/443	Candidate	School- Site	University Supervisor
Responsibilities	<ul style="list-style-type: none"> • Complete 20 hours of fieldwork • Co-plan, co- teach, and become actively involved in the classroom • Design and teach 3 lessons: <ul style="list-style-type: none"> • 1-Direct Instruction <i>(Video-taped by student for a class assignment-not observed by University Supervisor)</i> • 1-Cooperative <i>(observed)</i> • 1-Inquiry <i>(observed)</i> 	<ul style="list-style-type: none"> • Provide the Candidate the opportunity to teach 3 lessons within a unit 	<ul style="list-style-type: none"> • Observe 2 lessons that are part of a larger unit <i>(One cooperative lesson and one inquiry lesson)</i> • Conduct 2 post-observation conferences
Forms	<ul style="list-style-type: none"> • Turn in Semester Evaluation of Performance and Observation Forms to your instructor 	<ul style="list-style-type: none"> • Complete 1 Semester Evaluation Form collaboratively with the University Supervisor <i>(One form is completed for both second semester)</i> 	<ul style="list-style-type: none"> • Complete 2 EDUC 441/443 Observation forms • Complete 1 Semester Evaluation Form collaboratively with the School-Site Supervisor <i>(One form is completed for both second semester classes)</i>

Appendix 9: Internship Eligibility Request Form



Type on form. Print to sign.

Multiple Subject / Single Subject Intern Program

Internship Eligibility Request Form

There is an admission process to the University Intern Credential Program. Please complete this five-page application form if you want to be considered for an internship. Your packet should also include typewritten answers to the questions on page 6 and the recommendations on page 7 and 8.

- You must be in good academic standing.
- You must be recommended for the internship program by your clinical teaching university supervisor and your EDUC 426/428 instructor.
- You must complete an admission interview specifically for the intern program.
- Employment as a classroom teacher does not automatically qualify you as a candidate for the university intern program.
- If you are approved for admission to the intern program, you may request a letter confirming eligibility from Larry Gaona.
- Do not present yourself to a school district as "intern eligible" unless you have the letter of confirmation.

Return this form to your credential analyst.			
Name:		ID #:	
Address:		Unit #:	
City:		State, Zip:	
Home Ph:		Cell Ph:	
La Verne E-Mail:		Work Ph:	
I am seeking a University Internship Credential:	<input type="checkbox"/> Multiple Subject	<input type="checkbox"/> Single Subject.	Area:

Recommendations for the intern program will come from:	Recommendation. For Office Use Only.	
Name of EDUC 426/428 instructor:	<input type="checkbox"/> Support.	<input type="checkbox"/> Do not support.
Name of University Supervisor:	<input type="checkbox"/> Support.	<input type="checkbox"/> Do not support.
Intern Program Admission Interviewer #2:	<input type="checkbox"/> Support.	<input type="checkbox"/> Do not support.
Main Campus Faculty Name: Signature: _____ Date: _____		
Program Chair: Signature: _____ Date: _____	<input type="checkbox"/> Support.	<input type="checkbox"/> Do not support.

The applicant must return the following:		
Pages 1-5 of this application packet.	Typewritten response to questions on page 6 of this packet.	EDUC 426/428 instructor recommendation on page 7. University Supervisor recommendation on page 8.

Revised November 2017

Page 1

Name:		ID #:	
I am seeking a University Internship Credential:	<input type="checkbox"/> Multiple Subject	<input type="checkbox"/> Single Subject. Area:	

The following items are prerequisites to the intern program:			
Requirement	Date/Term	Grade	Verified - Office Use Only.
Bachelor's degree posted.			BACH
EDUC 425/427			
EDUC 426/428			
Passing score on writing assessment (3 or 4)			EDWR
Passing score on CBEST.			EDCB
Passing score on CSET.			CSET
Single Subject only: Or verification of approved subject matter competence in Single Subject area. CA Institution:			SMW
Fulfillment of US Constitution.			CCON
Fulfillment of public speaking.			CSPH
Current fingerprint clearance with CCTC.			EDCC
Current TB clearance.			TB
GPA \geq 3.0			GPA =
Written Response Interview Questions, see page 6 for instructions.			

To be completed by the credential analyst.	
<input type="checkbox"/> CAPP Report Check	<input type="checkbox"/> La Verne Transcript
<input type="checkbox"/> Dispositions Check	
Intern prerequisites verified as met.	Credential Analyst: _____ Date: _____

The applicant must return the following:		
Pages 1-3 of this application packet.	Typewritten response to questions on page 6 of this packet.	EDUC 426/428 instructor recommendation on page 7 University Supervisor recommendation on page 8.

Name:		ID #:	
I am seeking a University Internship Credential:	<input type="checkbox"/> Multiple Subject	<input type="checkbox"/> Single Subject. Area:	

School District Information			
Complete this section if you are having discussions with a school district about an internship.			
District:			
School:			
Address:			City, Zip:
Principal:	<input type="checkbox"/> Mr.	<input type="checkbox"/> Ms.	<input type="checkbox"/> Dr.
School Ph:			Extension:
Proposed teaching assignment	Grade Level(s)	Subject:	
School-Site Support Provider:			

Partnering School District, School, School-Site Support Provider, and Position Requirements
<p>Partnering School District and School</p> <ul style="list-style-type: none"> It must be a WASC accredited public or public-supported charter school. There must be a diverse student population with at least 25% English Language Learners. We must have a confirmed internship agreement with the school district. <ul style="list-style-type: none"> if one does not exist, then a Memorandum of Understanding will be sent to the school district for approval. The school district must agree to the MOU. <p>School-Site Support Provider</p> <ul style="list-style-type: none"> A qualified mentor teacher must be assigned to you. This cannot be an administrator. <ul style="list-style-type: none"> The Support Provider must have a Clear Credential in same content area as the intern candidate. The Support Provider must have an English Learner Authorization. The Support Provider must have at least 3 years of teaching experience. The Support Provider must make a commitment to support the intern candidate. The Support Provider and the University Supervisor have a shared responsibility to provide 144 hours per year in mentorship and supervision. The hours must be documented. In addition, the Support Provider and the University Supervisor have a shared responsibility to provide 45 hours per year in English Learner instruction mentorship and supervision. The hours must be documented. <p>Position</p> <ul style="list-style-type: none"> The position must be at least a 75% teaching contract. <ul style="list-style-type: none"> Single Subject candidates must have at least 4 periods a day in their subject area. The position must be in the intern candidate's credential content area. <ul style="list-style-type: none"> Multiple Subject = either K-6 elementary setting, or ... Multiple Subject = at least 2 different subjects for at least 2 periods each day in a 6-8 middle school setting as a self-contained classroom.

The applicant must return the following:		
Pages 1-3 of this application packet.	Typewritten response to questions on page 6 of this packet.	EDUC 426/428 instructor recommendation on page 7. University Supervisor recommendation on page 8.

Name:		ID #:	
I am seeking a University Internship Credential:	<input type="checkbox"/> Multiple Subject	<input type="checkbox"/> Single Subject. Area:	

If you are intern eligible, and a school district wants to hire you, the following steps must take place:		
Step #1:	The university must confirm we have an internship agreement with the district.	
Step #2:	If/when the agreement is in place, the next step is to have the employing school district write a letter stating the following information: <ul style="list-style-type: none"> ✓ School where you will be working. ✓ Subject area. ✓ Grade level(s). ✓ Number of periods. Single Subject candidates must have at least 4 periods a day in their subject content area. ✓ Requested issuance date of the internship credential. 	
Step #3:	The third step is to apply for the internship credential with the California Commission on Teacher Credentialing. Your credential analyst will assist you with the application process.	

Important Notes:

- ❖ The Internship Credential is valid for two (2) years. You **MUST** complete the Teaching Credential program requirements within that time frame.
- ❖ If your school district changes your teaching assignment, you **MUST** communicate with the credential analyst. They need to know you are at a new school.
- ❖ As an Intern you **MUST** register in **EDUC 467B: Intern Teaching** every semester (unless you are registered in Student Teaching), until you have finished the program and are recommended for your Preliminary Teaching Credential. Intern candidates must register for 467B for 3 semester hours, and must be prepared to pay for it, if is not covered by financial aid.
- ❖ You **MUST** continue to take the methodology courses in the credential program and maintain satisfactory academic progress.
- ❖ You **MUST** stay in good academic standing with the university while on an internship credential. Failure to meet this requirement will result in being dropped from the internship program. If you are dropped from the university intern program, the university must notify the California Commission on Teacher Credentialing and the employing school district.

I have read and understand the statements above.

Student's Signature: _____ Date: _____

The applicant must return the following:		
Pages 1-5 of this application packet.	Typewritten response to questions on page 6 of this packet.	EDUC 426/428 instructor recommendation on page 7. University Supervisor recommendation on page 8.

Name:		ID #:	
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**University of La Verne
EDUC 467B: Intern
Teaching Policies and
Procedures**

The intern program is a two-year program only. You must be completed with the program requirements prior to the end of your second year.

EDUC 467B: Intern Teaching is for both Multiple Subject and Single Subject interns. It is a course designed to assist you in your first fully contracted position. All EDUC 467B requirements must be completed to maintain your intern status.

You must attend the Intern Orientation meeting at the beginning of each semester that you are an intern.

Any changes to your internship placement must be approved by the university.

You must complete the following intern requirements:

- Daily Lesson Plans for all subjects taught (formal and informal)
- Initial Support and Induction Plan
- Weekly Lesson Reflection and Analysis
- Weekly Support Contact Log

Formal lesson plans must be prepared each week for the University Supervisor.

Formal lesson plans must be prepared for all lessons taught for the School-Site Support Provider.

Informal lesson plans must be prepared for all lessons taught.

All EDUC 467B requirements will be followed for EDUC 497 and EDUC 498 completed as an intern.

EDUC 467B is offered during the Fall and Spring semester and must be taken each semester that you remain as an intern.

All interns must register in EDUC 467B and attend the EDUC 467B Intern Teaching Orientation.

Interns completing EDUC 497 and/or EDUC 498 must attend the seminars held for Cycle 1 TPA and Cycle 2 TPA.

I have read and understand the statements above.

Student's Signature: _____ Date: _____

The applicant must return the following:		
Pages 1-3 of this application packet.	Typewritten response to questions on page 6 of this packet.	EDUC 426/428 instructor recommendation on page 7 University Supervisor recommendation on page 8.

Interview Questions

On a separate sheet of paper, please type your response to the following questions.

1. Why are you interested in becoming a full-time teacher on a university internship credential?
2. Describe your experience in the classroom. How has this prepared you for becoming an intern teacher?
3. What type of support do you think you will need as an intern teacher?
4. Describe your plan to manage both a full-time teaching position and going to school concurrently.
5. The university will hold you to the same TPA deadlines as a non-intern student teacher. What strategies will you use to manage daily teaching responsibilities and lesson planning as well as meeting the TPA deadlines?

Return typed responses and completed application to the credential analyst.

The applicant must return the following:		
Pages 1-5 of this application packet.	Typewritten response to questions on page 6 of this packet.	EDUC 426/428 instructor recommendation on page 7. University Supervisor recommendation on page 8.
Revised November 2017		Page 6

Office Use Only	Received _____
Scanned _____	Indexed _____

Multiple Subject / Single Subject Intern Program

Recommendation Form

Student's Name:			Last 4 digits of ID #:	
I am seeking a University Internship Credential:	<input type="checkbox"/> Multiple Subject	<input type="checkbox"/> Single Subject.	Area:	

Pursuant to the Family Education Rights & Privacy Act (Buckley Amendment), signed into law on December 31, 1974, I, the undersigned DO ____ / DO NOT ____ waive my right of access to inspect and review this letter of recommendation.

Student's Signature: _____ Date: _____

The section below is to be completed by the EDUC 426/428 instructor.

The individual named above is seeking admission to the University Internship Program. The department places great importance on the testimony of college faculty and clinical supervisors to render judgement on the applicant's potential, professional competency and character.

EDUC 426/428 Instructor's Name: _____

1. Please give us your judgement on the applicant's ability to take on the full-time teaching duties of a teacher on an internship credential.

2. Please check mark if the student has demonstrated the necessary dispositions for the teaching profession.	Dispositions	Present	Not Present
	Ethical Behavior		
	Socio-Cultural Competence		
	Professionalism		
	Respectfulness		
	Intellectual Commitment		
	Responsibility		
	Empathy		
	Advocacy		
	Professional Growth		

3. Do you support this applicant becoming an intern?

I support.

I am unable to offer my support at this time.

Comments:

Signature: _____ Date: _____

The applicant must return the following:		
Pages 1-3 of this application packet.	Typewritten response to questions on page 6 of this packet.	EDUC 426/428 instructor recommendation on page 7 University Supervisor recommendation on page 8.

Office Use Only	Received _____
Scanned _____	Indexed _____

Multiple Subject / Single Subject Intern Program Recommendation Form

Student's Name:			Last 4 digits of ID #:	
I am seeking a University Internship Credential:	<input type="checkbox"/> Multiple Subject	<input type="checkbox"/> Single Subject.	Area: _____	

Pursuant to the Family Education Rights & Privacy Act (Buckley Amendment), signed into law on December 31, 1974, I, the undersigned DO ____ / DO NOT ____ waive my right of access to inspect and review this letter of recommendation.

Student's Signature: _____ Date: _____

The section below is to be completed by the University Supervisor.

The individual named above is seeking admission to the University Internship Program. The department places great importance on the testimony of college faculty and clinical teaching supervisors to render judgement on the applicant's potential, professional competency and character.

University Supervisor: _____

4. Please give us your judgement on the applicant's ability to take on the full-time teaching duties of a teacher on an internship credential.

5. Please check mark if the student has demonstrated the necessary dispositions for the teaching profession.

Dispositions	Present	Not Present
Ethical Behavior		
Socio-Cultural Competence		
Professionalism		
Respectfulness		
Intellectual Commitment		
Responsibility		
Empathy		
Advocacy		
Professional Growth		

6. Do you support this applicant becoming an intern?

I support.

I am unable to offer my support at this time.

Comments: _____

Signature: _____ Date: _____

The applicant must return the following:		
Pages 1-5 of this application packet.	Typewritten response to questions on page 6 of this packet.	EDUC 426/428 instructor recommendation on page 7. University Supervisor recommendation on page 8.

Appendix 10: University/District Fieldwork Agreement

**University of La Verne
LaFetra College of Education**

Undergraduate Level Programs

**Liberal Studies
Child Development**

Graduate Level Programs

**Multiple Subject and Single Subject Credential Candidates
Multiple and Single Subjects Intern Credential Candidates
Educational Specialist: Mild/Moderate Preliminary Credential Candidates
Educational Specialist: Mild/Moderate Preliminary Intern Credential Candidates
School Counseling Credential Candidates
School Counseling Intern Credential Candidates
School Psychology Credential Candidates
School Psychology Intern Credential Candidates
Administrative Services Credential Candidates
Administrative Services Intern Credential Candidates**

THIS AGREEMENT entered into this _____ with _____ and between the University of La Verne through the Provost of the University of La Verne on behalf of the Board of Trustees hereinafter called the University and, hereafter called the District, referred to in the collective as the Parties.

WITNESSETH

WHEREAS, the University is accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council of Accreditation for Teacher Education (NCATE) as a credential granting institution and desires to provide fieldwork experiences through directed teaching, practicum experiences and/or fieldwork experiences to its students enrolled in the University's undergraduate programs: Liberal Studies and Child Development programs and graduate programs: Multiple and Single Subject Teacher Education program, Educational Specialist program, School Counseling program, School Psychology program, and Administrative Services program curricula; and

WHEREAS, District agrees to allow University's students to gain the necessary fieldwork, practicum, and teaching, counseling, psychology, and administrative services experiences by interacting with and observing, assessing/assessment of students and teachers, counselors, psychologists, and administrators and teaching classes and working with students at its schools; and

WHEREAS, the Parties agree to provide for the payment in money for multiple and single subject candidates and educational specialist candidates or in services for school counseling, school

psychology, administrative services, and the liberal studies and child development undergraduate programs, for the services rendered by the District of an amount not to exceed the actual cost to the District of the services rendered; and

WHEREAS, it has been determined between the Parties hereto that the payments for multiple and single subject candidates and educational specialist candidates be made to the District under this agreement do not exceed the actual cost of the District of the services rendered by the District and that there is an understanding that the University does not provide stipends to the District for the school counseling, school psychology, administrative services, and the liberal studies and child development programs;

NOW, THEREFORE, it is mutually agreed between the Parties hereto as follows:

1. The District shall provide experiences through multiple and single subject and educational specialist fieldwork and directed teaching, school counseling, school psychology, and administrative services practicum experiences and fieldwork, and fieldwork experiences in liberal studies, and fieldwork and supervised teaching experiences in child development in schools and classes of the District for students of the University qualified for such assignments and assigned by the University to multiple and single subject and educational specialist candidates fieldwork and directed teaching, school counseling, school psychology, and administrative services practicum experiences, and/or fieldwork, and field work in the liberal studies program, and fieldwork and supervised teaching in child development in schools or classes of the District, and under the direct supervision and instruction of such credentialed employees of the District, as the district and the University, through their duly authorized representatives, may agree upon.

Directed teaching for multiple and single subject credential candidates shall be deemed to include all supervised student teaching in the University's two supervised teaching courses,

Educational Specialist Level I: Mild/Moderate credential candidates complete a minimum of 40 hours in a general education classroom setting and a ten-week supervised teaching experience over a fifteen-week semester in SPED 409: Supervised teaching in the fall and spring semesters.

School Counseling and School Psychology programs require practicum experiences and fieldwork experiences that must be completed under the supervision of a credentialed District employee to meet the required number of practicum hours. Administrative Services program requires fieldwork experiences only.

At the undergraduate level, fieldwork experiences are required for the Liberal Studies program and the Child Development program.

The Child Development program also requires a supervised teaching experience in EDUC 454: Early Childhood Student Teaching.

Fieldwork experiences are completed as part of the curricula requirements in both the undergraduate level for the bachelor's degree requirements and the graduate level credential programs. These fieldwork experiences are hourly based and require the undergraduate candidates and graduate credential candidates to complete the

requirements in appropriate districts and school classes.

Intern Programs

The University of La Verne College of Education and Organizational Leadership offers Internship Programs in Multiple and Single Subject Teaching, Educational Specialist Mild/Moderate Level I, School Counseling, School Psychology, and Administrative Services for qualified students. These internship programs provide a process whereby selected, qualified individuals may be employed as multiple and single subject teachers, education specialist teachers, counselors, psychologists, and school administrators in participating public schools and concurrently meet the University of La Verne's requirements in professional education. These internship requirements are consistent with the current multiple and single subject teaching, educational specialist teaching, counseling, psychology, and administrative services credential programs.

Under this contract, the District shall provide intern experiences for multiple and single subject credential program, educational specialist program, school counseling program, school psychology program, and the administrative services program.

Full explanation of the University's undergraduate and graduate programs can be found in: **Exhibit A**

Intern Programs Eligibility can be found in: **Exhibit B**

Intern Programs Agreement can be found in: **Exhibit C**

Prior to any University student entering a District or school-site to complete fieldwork, practicum, or supervised teaching, he/she must have TB clearance and be cleared by the state with either a Certificate of Clearance or other form of DOJ clearance.

The District may, in its sole discretion, refuse to accept for directed teaching, practicum, or fieldwork, any student of the University assigned in the district. Upon request of the District, the University shall terminate the directed teaching, practicum, or fieldwork assignment of any student of the University in the District.

Multiple and single subject and educational specialist and liberal studies and child development directed teaching and fieldwork students, and students completing practicum and fieldwork experiences in school counseling, school psychology, and administrative services programs as used herein and elsewhere in this agreement mean active participation in the duties and function of classroom teaching, school counseling, school psychology, and administrative services practicum, and fieldwork experiences under the direct supervision and instruction of employees of the District holding a valid credential, with a minimum of three years of exemplary experience as a classroom teacher, school counselor, school psychologist, or site administrator, issued by the California Commission on Teacher Credentialing.

2. In the multiple and single subject and educational specialist programs, the University will

pay the District directly for the performance by the District of all services required to be performed by the District under this agreement. There is no payment provision for the University's fieldwork assignments that must be completed in the University's coursework or for the school counseling, school psychology, and administrative services programs or the undergraduate programs, liberal studies and child development.

The number of semester units of directed teaching or fieldwork to be provided for each student of the University assigned to directed teaching, practicum, or fieldwork under this agreement shall be determined by the University.

3. An assignment of a student of the University to directed teaching, practicum, or fieldwork in schools or classes of the District shall be at the discretion of the University. A student may be given more than one assignment by the University for placement in directed teaching, practicum or fieldwork experiences in such schools or classes. The assignment of a student of the University to directed teaching, practicum, or fieldwork in the District shall be deemed to be effective for the purposes of this Agreement as of the date the student presents to the proper authorities of the District the assignment letter or other document given him/her by the University effecting such assignments, but not earlier than the date of such assignments as shown on such letter or other document.
In the event the assignment of a multiple subject, single subject, or educational specialist student of the University to directed teaching, practicum or fieldwork is terminated by the University or the District for any reason, the District shall receive payment on account of such student as though there had been no termination of the assignment, except that if such assignment is terminated before half the term of the assignment is completed, the District shall receive payment for an assignment for one-half services only. There is no payment for students in the school counseling, school psychology, administrative services, or liberal studies and child development programs.
4. Within a reasonable time following the close of each semester of the University the District shall submit an invoice, in duplicate, to the University for payment at the rate provided herein, for all students who participated in directed teaching in the multiple and single subject programs and the education specialist program provided by the District under and in accordance with this Agreement during said semester or term.

The District shall attach to the invoice a certificate, in duplicate, executed by a duly authorized representative of the District certifying that the District expended or became obligated to expend in providing such directed teaching an amount not less than the amount of the invoice.

2042 Multiple and Single Subject Credential Program Educational Specialist Credential Program

ED 468: Introductory Supervised Teaching - \$100.00 per student teaching assignment for each student in full-day introductory directed teaching.

ED 478 and SPED 409: Advanced Supervised Teaching - \$200.00 per student teaching assignment for each student in full-day directed teaching.

ED 467: Intern Teaching: Multiple and Single Subjects and SPED 459: Intern Teaching Educational Specialist school-site support providers receive a stipend of \$200 for each

semester they have an intern.

Child Development: Liberal Studies: School Counseling: School Psychology: Administrative Services

The university does not pay a stipend to school-site supervisors for these programs.

- 5. The term of the agreement shall commence on the _____. This agreement may be terminated by either District or University immediately for cause upon giving written notice to the other party. If not terminated, this contract will remain in effect until either the District or the University requests to alter the existing contract or write a new contract.
- 6. Notwithstanding anything herein contained to the contrary, this Agreement may be terminated and the provisions of this agreement may be altered, changed, or amended, by mutual written consent of both parties hereto.
- 7. Notwithstanding any other provisions of this agreement, the University shall not be obligated by this agreement to pay the District any amount in excess of a total of Two Hundred (\$200.00) for ED 478 and SPED 409 or One Hundred (\$100.00) per student for ED 468, or Two Hundred (\$200) per student for ED 467 and SPED 459.
- 8. Parties agree District is not responsible for maintaining workers' compensation coverage for students of the University.

INDEMNIFICATION: The parties hereto, and each of them, do hereby mutually agree to indemnify, defend, save and hold harmless each other, and their respective officers, agents, servants and employees, of and from any and all liability, claims, demands, debts, suits, actions and causes of action, including wrongful death and reasonable attorneys' fees for the defense thereof, arising out of or in any manner connected with the performance of any act or deed under or pursuant to the terms and provisions of this agreement by such indemnifying party, or its officers, agents, servants and employees, but only in proportion to and to the extent such liability, claims demands, debts, suits, actions, causes of action, or attorneys' fees are caused by or result from the negligent or intentional acts of omissions of either party.

UNIVERSITY shall carry and maintain at least \$1,000,000 per occurrence and \$3,000,000 in General Aggregate commercial general liability insurance and provide DISTRICT with an additional covered party endorsement naming the DISTRICT as an additional covered party. Copies of renewal notices during the term of this contract must be provided to the DISTRICT within thirty (30) days to keep the contract in force. If the UNIVERSITY changes insurance carriers, DISTRICT must be notified thirty (30) days prior to change.

For purposes of this paragraph, the student teacher shall not be deemed to be an officer, agent, servant, or employee of **UNIVERSITY OF LA VERNE** or _____.

The following signature hereby indicates approval of this contract:

University of La Verne
UNIVERSITY

DISTRICT

By _____

By _____

Dr. Jonathan Reed
Provost

TITLE

CERTIFICATION

I, the duly appointed and acting Secretary to the Governing Board of the School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meeting of said Board held on _____, 2018.

It was moved, seconded and carried that the attached contract with _____ whereby the University may assign students to the schools in the School District for multiple and single subject and educational specialist internship, directed teaching and/or fieldwork, school counseling and school psychology internship, practicum and/or fieldwork, and administrative services internship and fieldwork be approved; and the Secretary to the Board is hereby authorized to execute the same.

DISTRICT

COUNTY

BY

TITLE

EXHIBIT A

Program Descriptions

Fieldwork Experiences

The University of La Verne requires fieldwork experiences for students at both the undergraduate and graduate levels.

UNDERGRADUATE LEVEL PROGRAMS

Liberal Studies Program Child Development Program

Fieldwork Experiences

At the undergraduate level, the University seeks to place students in fieldwork experiences where each student can observe and interact with regularly certified or credentialed teachers.

These fieldwork experiences may or may not be observed by the University's instructors and may involve observations and small group instruction with limited whole class involvement.

These fieldwork experiences are totally different from the fieldwork experiences required for the graduate programs. These experiences are not graduate level supervised teaching assignments and undergraduate students do not have to meet the same requirements as the graduate students.

Each undergraduate student must hold a State of California Certificate of Clearance (Liberal Studies) or State of California Department of Justice Bureau of Criminal Information and Analysis (Child Development Program) allowing him/her to engage with children in a public or private school setting and a verification of negative TB screening.

Each undergraduate candidate will be issued a letter of introduction listing the requirements of the fieldwork experience to be presented to the school-site and/or the District to request fieldwork placement.

These undergraduate experiences are designated as "Field Study Candidates."

At the undergraduate level, the University seeks to place two classifications of field- work students: 1) Field Study Candidates and 2) Undergraduate Student Teaching Candidates.

Field Study Candidates

Field Study Candidates can observe and interact with regularly certified or credentialed teachers. At this level, students may or may not be supervised by the University's instructors and the experience may involve observations and small group instruction with limited whole class involvement.

Undergraduate Student Teaching Candidates

Undergraduate Student Teaching is a requirement of the Child Development Program. Requirements for this program are completely different from the supervised teaching assignments that must be completed at the graduate and credential level. At this level, students are supervised by the University on a weekly basis. The University works solely with the cooperating school or school district to request placement with a certified or credentialed school-site supervisor for each supervised student teacher.

GRADUATE LEVEL PROGRAMS

Teacher Education: Multiple and Single Subject Credential Program
Educational Specialist Credential Program
School Counseling Credential Program
School Psychology Credential Program
School Administration Credentials Program
Level I Administrative Credential Program
Level II Administrative Credential Program

Graduate level students are placed in participating districts and schools for the purpose of meeting individual course work requirements for field experiences relating to the individual course or for supervised teaching or practicum experiences.

Supervised teaching is a requirement of the Teacher Education and Educational Specialist Credential programs.

Practicum and fieldwork experiences are requirements of the School Counseling and School Psychology programs.

The Administrative Credential program requires fieldwork experiences only.

TEACHER EDUCATION: MULTIPLE AND SINGLE SUBJECT CREDENTIAL PROGRAMS

Fieldwork Requirements

Teacher education programs require fieldwork experiences in classrooms that are not supervised by the University, but are approved by the course instructor, and the placements must be approved by the individual school-sites and districts.

Each individual candidate will arrange cooperatively with the school-site administrator and/or the district for his/her own fieldwork placement and will present a letter of introduction from the course instructor, in which the fieldwork experience is required, outlining the requirements for the fieldwork assignment.

Each candidate seeking a fieldwork placement holds a Certificate of Clearance and a clear TB verification, has passed, or is completing, the University's writing requirement, and has passed or is completing the CBEST and CSET requirements.

Supervised Teaching

Teacher Education supervised teaching assignments are set up by the University with the cooperating partner districts and are supervised by the University's supervisors on a weekly schedule.

The University works solely with the cooperating partner school districts to request placements for supervised teaching. Candidates are never permitted to seek to placement for themselves.

Placement requests for multiple subject candidates are any two assignments either K-2: 3-5: or 6-8 core middle school.

Placement requirements for single subject candidates are grades 7-12 in the credential area. Students may be placed in a middle school/junior high school assignment for one of the supervised teaching assignments or they can complete the two assignments in a comprehensive high school.

ED 468: Introductory Supervised Teaching: five-week supervised teaching experience.

ED 478: Advanced Supervised Teaching: ten-week supervised teaching experience.

Either the District or the University may remove the supervised teaching candidate for unsatisfactory performance.

Intern Teaching: Multiple and Single Subject

Intern teacher candidates have been accepted into the University of La Verne's Intern Program having successfully completed the pre-requisite requirements.

Completed: ED 460: Diversity, Interaction, and the Learning Process

ED 470: Theories and methods of Education for Linguistically Diverse Students

Passed: CBEST: CSET or subject matter competency: University's writing requirement

Verified: Certificate of Clearance: TB clearance: U.S. Constitution

The maximum amount of time for a candidate to remain as an intern is two years.

University of La Verne's interns are supervised on a weekly basis by the University supervisor and by a qualified District employee until the intern has completed all of the state and University's credential requirements. The school-site support provider must be teaching at the same school-site within the same subject area as the intern, and must hold the appropriate credential, has taught in the subject area for a minimum of three years, is EL proficient, and would be an exemplary teacher who can successfully mentor and monitor the supervised teacher.

Either the District or the University may remove the intern candidate for unsatisfactory performance.

EDUCATION SPECIALIST CREDENTIAL PROGRAM

Fieldwork Requirements

Education Specialist Credential program requires fieldwork experiences in appropriate special

education classrooms, or mainstreamed classrooms, or included classrooms that are not supervised by the university, but are approved by the course instructor and the placements must be approved by the individual school-sites and districts.

Each individual candidate will arrange cooperatively with the school-site administrator and/or the District for his/her own fieldwork placement and will present a letter of introduction from the course instructor, in which the fieldwork experience is required, outlining the requirements for the fieldwork assignment.

Each candidate seeking a fieldwork placement holds a Certificate of Clearance and a clear TB verification, has passed, or is completing, the University's writing requirement, and has passed or is completing the CBEST and CSET requirements.

Supervised Teaching

Education Specialist supervised teaching assignments are set up by the university with the cooperating partner districts and are supervised by the university's supervisors every two weeks. The university works solely with the cooperating partner school Districts to request placements for supervised teaching. Candidates are never permitted to seek to place themselves.

Placement assignment requests are for RSP, SDC classrooms, an included classroom, or a mainstream classroom.

SPED 409: Education specialist Mild-Moderate Supervised Teaching: ten-week supervised teaching experience.

Either the District or the University may remove the supervised teaching candidate for unsatisfactory performance.

Intern Teaching: Education Specialist Credential Program

Intern special education teacher candidates have been accepted into the University of La Verne's Intern Program having successfully completed the pre-requisite requirements.

The maximum amount of time for a candidate to remain as an intern is two years. University of La Verne's educational specialist interns are supervised on a bi-weekly basis until they have completed all of the state and university's credential requirements.

Either the District or the University may remove the intern candidate for unsatisfactory performance.

PRACTICUM REQUIREMENTS

SCHOOL COUNSELING CREDENTIAL PROGRAM

School Counseling unsupervised fieldwork assignments and supervised practicum assignments are arranged by the University with the cooperating Districts. Supervised practicum assignments are supervised by the University on a regularly scheduled calendar.

All School Counseling candidates hold a Certificate of Clearance and a clear TB verification.

Graduate Level School Counselor Trainee

Graduate Level School Counselor Trainees are University recommended master's degree candidates who have been approved to engage in unpaid educational observation or service for the purpose of gaining professional experience under the supervision of an appropriately trained or credentialed professional of the district. Arrangements for this experience will be made cooperatively between the counselor trainee and the principal of the participating school.

School Counseling Fieldwork Candidate

School Counseling Fieldwork candidates are University recommended master's degree candidates who have been approved to engage in unpaid counseling experiences under the supervision of a fully credentialed school counselor from the district and a University supervisor. Assignment of a University candidate to placement in a district school shall be at the discretion of the University working cooperatively with the District. The school-site supervisor and the school counseling fieldwork candidate will decide on the number of hours to be completed at the site in fulfillment of the requirements of the California Commission on Teacher Credentialing and the American School Counselor Association standards. This information will be noted in writing prior to beginning the fieldwork experience. The University reserves the right to issue or deny the PPS credential at the end of the fieldwork experience. Either the District or the University may remove the school counseling candidate for unsatisfactory performance.

School Counseling Intern

School counseling interns are University recommended master's degree candidates who possess a Pupil Personnel Service (PPS) Internship Credential. School counseling interns have been approved to engage in paid counseling services under the supervision of a fully credentialed school counselor from the district and a university supervisor. The district supervisor and the school counseling fieldwork candidate will decide on the number of hours to be completed at the site in fulfillment of the requirements of the California Commission on Teacher Credentialing. This information will be noted in writing prior to beginning the internship. The University reserves the right to issue or deny the PPS credential at the end of the internship experience. Either the District or the University may remove the school counseling intern for unsatisfactory performance.

SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

School Psychology Practicum Trainees

School Psychology Practicum Trainees are candidates recommended by the University possessing a Certificate of Clearance or other appropriate certificate who have been approved to participate in unpaid school psychology experiences that occur prior to the field experience. These experiences are conducted in laboratory field-based settings under the supervision of a credentialed school psychologist, with three years full-time experience, and a University supervisor. The District supervisor or the on-site supervisor and the school psychology practicum trainee will decide how the 450 prescribed clock hours (spread over two years) will be accomplished in fulfillment of the National Association of School Psychology domains, to be completed at the site. These hours are prescribed by the School Psychology curriculum: the district supervisor is not necessarily involved. This information will be noted in writing, in the

Planning Document, prior to beginning the practicum experience. Either the district or the university may remove the school psychology practicum trainee for unsatisfactory performance.

School Psychology Fieldwork Candidates

School Psychology Fieldwork Candidates are candidates recommended by the University possessing a Certificate of Clearance or other appropriate certificate who have been approved to engage in unpaid school psychology experiences under supervision of a credentialed school psychologist, with three years full-time experience, and a University supervisor. An assignment of a candidate of the University to a placement in schools of the District shall be at the discretion of the University, working cooperatively with the District. The District supervisor and the school psychology candidate will decide how the 1,200 fieldwork hours will be accomplished in fulfillment of the National Association of School Psychology domains to be completed at the site. This information will be noted in writing, in the Planning Document, prior to beginning the fieldwork experience. The University reserves the right to issue or deny the Pupil Personnel Service Credential at the end of the fieldwork experience, based on passing the PRAXIS at the University of La Verne required level. Either the District or the University may remove the school psychology candidate for unsatisfactory performance.

School Psychology Interns

School Psychology Interns are candidates recommended by the University, possessing a Certificate of Clearance and an Intern Credential, who have been approved to engage in paid school psychology services under the supervision of a credentialed school psychologist, with three years full-time experience, and a University supervisor. The district supervisor and the school psychology candidate will decide how the 1,200 fieldwork hours will be accomplished, in fulfillment of the National Association of School Psychology domains, to be completed at the site. This information will be noted in writing, in the Planning Document, prior to beginning the fieldwork experience. The University reserves the right to issue or deny the Pupil Personnel Service Credential at the end of the internship experience. Either the District or the University may remove the school psychology intern for unsatisfactory performance.

ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

Administrative Services Credentials

The Administrative Services Preliminary and Professional Credential Programs require fieldwork experiences supervised by the University staff at the beginning of the placement. All administrative services placements must be approved by the individual school-sites and Districts prior to starting the program.

Administrative Fieldwork Candidates

Administrative Fieldwork Candidates are candidates recommended by the University, who possess appropriate certification, and have been approved to engage in unpaid administrative services under the supervision of a fully credentialed administrative employee of the district. An assignment of a candidate of the University to a placement in schools of the District shall be at the discretion of the University, working cooperatively with the District. Either the District or the University may remove the administrative fieldwork candidate for unsatisfactory performance.

Administrative Interns

Administrative Interns are candidates recommended by the University, possess an Intern Credential issued by the California Teacher Credentialing Commission, who have been approved to engage in paid administrative duties under the supervision of a fully credentialed employee of the District, and a University supervisor. The University reserves the right to issue or deny the Preliminary Administrative Credential upon completion of the University program. Either the District or the University may remove the administrative Intern for unsatisfactory performance.

Professional Administrative Fieldwork Candidates

Professional Fieldwork Candidates are candidates who hold a valid Preliminary Administrative Credential, have been hired by a District for a full time, paid administrative position, and are under the supervision of a fully credentialed administrative employee of the District and a University supervisor. Recommendation for the Professional Credential shall be at the discretion of the University, working cooperatively with the District.

EXHIBIT B

Intern Credential Program Eligibility

These programs permit the students to become eligible for the intern credential if the student has:

Multiple and Single Subject Intern Eligibility

1. Bachelor's degree
2. Admitted into program and completed the program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Subject matter competence: CSET
6. Passed CBEST
7. Been offered employment as a classroom teacher in the credential subject area.
8. U.S. Constitution
9. Speech

Internship must be completed within two years.

Interns are observed by the University weekly.

Education Specialist Intern Eligibility

1. Bachelor's degree
2. Admitted into program and completed program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Subject matter competence: CSET
6. Passed CBEST
7. Been offered employment as an educational specialist-mild-moderate teacher
8. Complete previous experience in a special education classroom.

Internship must be completed within two years.

Interns are observed by the University bi-weekly.

School Counseling Intern Eligibility

1. Bachelor's degree
2. Admitted into program and completed program's prerequisite course

requirements

3. Certificate of Clearance
4. TB Clearance
5. Passed CBEST
6. Letters of recommendation
7. Personal statement
8. Been offered employment as a school counselor

Internship must be completed within two years.

Interns are supervised by the University.

School Psychology Intern Eligibility

1. Bachelor's degree
2. Admitted into program and completed program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Passed CBEST
6. Letters of recommendation
7. Personal statement
8. Been offered employment as a school psychologist

Internship must be completed within two years.

Interns are supervised by the University.

Administrative Services Intern Eligibility

1. Preliminary or clear teaching credential or other appropriate credential
2. Admitted into program and completed program's prerequisite course requirements
3. Minimum three years teaching or other appropriate experience
4. Letters of recommendation
5. Personal statement
6. Been offered employment as a school administrator

Internship must be completed within two years.

Interns are supervised by the University.

EXHIBIT C

INTERNSHIP PROGRAMS AGREEMENT

RESPONSIBILITIES OF PARTICIPATING PUBLIC SCHOOL DISTRICTS

The participating public school district has the following responsibilities:

1. To assist in the screening of interns;
2. To screen and employ qualified interns;
3. To determine the salary of each intern in accordance with district policies;
4. To identify and assign an individual who holds a valid California teaching credential to provide on-site supervision of the internship teacher, counselor, psychologist, administrative services candidate throughout the internship experience
5. To assume appropriate responsibilities for preparing the intern for full credentialing, including advising, supervising, evaluating and recommending the intern for the credential.
6. District shall assign each intern a site supervisor who, along with the University, shall supervise the intern on a regular basis.

EVALUATION

The Multiple and Single Subject Teacher Internship Program, Special Education Level I - Mild/Moderate Internship Program, School Counseling Intern Program, School Psychology Intern Program, and the Administrative Services Intern Program Evaluation Plan will be conducted by the individual Departments of the College of Education and Organizational Leadership of the University in cooperation with approved participating public school districts. The evaluation plan will include the following components:

1. evaluation of candidates prior to admission to the program;
2. continuing evaluation during the period of internship counseling;
3. final evaluation prior to recommendation to CCTC;
4. follow-up of graduates; and
5. evaluation of the program.

Appendix 11: Internship Hours and Supervision Log

Candidate	Name:		Month:	Description Codes
Date	Overall Support	EL Support	TOTAL HOURS	Description of Support
	0.0	0.0	0.0	
	0.0	0.0	0.0	Support provided by district employed supervisor or employing district
	0.0	0.0	0.0	Code # 1: Content-specific coaching (for example: math coaches, reading coaches, etc.)
	0.0	0.0	0.0	Code # 2: Grade level or department meeting related to curriculum, planning, or instruction
	0.0	0.0	0.0	Code # 3: New teacher orientation
	0.0	0.0	0.0	Code # 4: Classroom observation and coaching by district mentor or site administrator
	0.0	0.0	0.0	Code # 5: Co-planning with district support provider or specialist
	0.0	0.0	0.0	Code # 6: Intern observation of other teachers and classrooms
	0.0	0.0	0.0	
	0.0	0.0	0.0	Support provided by university supervisor or university
	0.0	0.0	0.0	Code # 7: Seminars (classroom management, Teacher Performance Assessment, etc.)
	0.0	0.0	0.0	Code # 8: Classroom observation and coaching by the university supervisor
	0.0	0.0	0.0	Code # 9: Email, phone, or video conferencing support
	0.0	0.0	0.0	Code # 10: Interactive journal
	0.0	0.0	0.0	Code # 11: Discussing videos or professional literature with university supervisor
	0.0	0.0	0.0	Code # 12: Weekly planning or review of plans with supervisor
	0.0	0.0	0.0	
	0.0	0.0	0.0	Support specific to the needs of English Language Learners
	0.0	0.0	0.0	Code # 13: Observe SDAIE/ ELD lesson in-person or online
	0.0	0.0	0.0	Code # 14: Content specific EL coaching and planning
	0.0	0.0	0.0	Code # 15: Co-planning with EL expert to address the needs of English learners
	0.0	0.0	0.0	Code # 16: Participation in district or regional group (example: English Learner Advisory Committee)
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	0.0	0.0	0.0	* You may add your own description of support if it is not found below (secure from your University Supervisor)
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	0.0	0.0	0.0	Semester total overall support (Codes 1-12):
	0.0	0.0	0.0	Semester total EL support (Codes 13-16):
	0.0	0.0	0.0	
	0.0	0.0	0.0	
Total	0.0	0.0	0.0	Approved By:

Appendix 12: Agreements With Districts

	DISTRICT	Contract	Date of Current	Expiration Date	Special Notes	
A	ABC USD	Y	6/21/2016			
	ACTON-AGUA DULCE USD	Y	9/11/2014			
	ADELANTO ESD	Y	6/13/2018	6/30/2023		
	ALBERT EINSTEIN ACADEMY	Y	6/21/2016			
	ALHAMBRA USD	Y	8/1/2016	8/1/2019		
	ALLIANCE COLLEGE-READY PUBLIC SCHOOL	Y	7/17/2017		Only School Counseling Credential & Intern	
	ALTA LOMA SD	Y	7/27/2016			
	ALTA VISTA SD	Y	6/22/2016			
	ALTA VISTA PUBLIC CHARTER SCHOOL	Y	1/30/2014			
	ALTUS ACADEMY	Y	6/2/2016			
	ALVORD USD	Y	8/14/2014			
	ANAHEIM CITY SD	Y	2/19/2015			
	ANAHEIM UHSD	Y	11/1/2012			
	ANTELOPE VALLEY UHSD	Y	6/19/2013			
	APPLE VALLEY USD	Y	2/2/2017			
	ARCADIA USD	Y	8/25/2014		No Interns	
	ARVIN UNION SD	Y	4/19/2016			
	ATASCADERO USD	Y	8/18/2015			
	AZUSA USD	Y	9/1/2015			
	B	BAKERSFIELD CITY SD	Y	7/1/2016	6/30/2019	T.Ed. Cr & Int/SPED Int/ Sch. Coun. Cr & Int
BALDWIN PARK USD		Y	9/13/2017	6/30/2022		
BANNING USD		Y	10/27/2016			
BARSTOW USD		Y	8/26/2014			
BASSETT USD		Y	7/22/2014			
BEARDSLEY SD		Y	4/19/2016			
BELLFLOWER USD		Y	12/10/2015			
BISHOP AMAT MEMORIAL HS		Y	11/20/2012			
BONITA USD		Y	6/16/2014			
BREA-OLINDA USD		Y	7/11/2016			
BURBANK USD		Y	10/2/2014			
BURTON SD		Y	10/20/2014			
C		CAPE CHARTER SCHOOL	Y	9/11/2017		
		CAPISTRANO USD	Y	9/14/2016		
		CARPINTERIA USD	Y	11/8/2016		
	CENTINELA VALLEY UHSD	Y	10/14/2014			
	CENTRAL SD- Rancho Cucamonga	Y	8/14/2014			
	CHAFFEY JUHSD	Y	7/1/2017	6/30/2020		

	CHARTER OAK USD	Y	8/7/2014		
	CHINO VALLEY USD	Y	9/4/2014		
	CITY OF KNOWLEDGE SCHOOL	Y	8/5/2016		
	CLAREMONT USD	Y	8/7/2014		
	COACHELLA VALLEY USD	Y	12/13/2016		
	COAST USD	Y	3/14/2013		
	COLTON JUSD	Y	1/19/2017		
	CONEJO VALLEY USD	Y	4/19/2016		
	CORONA-NORCO USD	Y	6/14/2016		
	COVINA VALLEY USD	Y	8/18/2014		
	CUCAMONGA SD	Y	8/14/2014		
D	DAMIEN HIGH SCHOOL	Y	5/19/2017		
	DELANO JOINT JUHSD	Y	1/29/2016		
	DELANO UNION ESD	Y	8/1/2016		
	DESERT SANDS CHARTER HIGH SCHOOL	Y	6/1/2017		Only School Counseling Cred & Interns
	DOWNEY USD	Y	10/7/2014		
	DUARTE USD	Y	8/21/2014		
E	EARLIMART SD	Y	3/1/2016		
	EAST WHITTIER CITY SCHOOL DISTRICT	Y	5/22/2017		
	EDISON ESD	Y	3/14/2016		
	EL MONTE CITY SD	Y	5/19/2014		
	EL MONTE UHSD	Y	1/8/2014		
	EL RANCHO USD	Y	6/21/2016		
	ETIWANDA SD	Y	10/3/2016		
	EXCELSIOR PUBLIC CHARTER SCHOOLS	Y	12/6/2014		
F	FAIRFAX SD	Y	8/13/2015		
	FILLMORE USD	Y	4/19/2016		
	FONTANA USD	Y	8/20/2014		
	FOOTHILL CHRISTIAN SCHOOL	Y	1/20/2017		
	FOUNTAIN VALLEY SD	Y	9/29/2016		
	FRUITVALE ESD	Y	4/12/2016		
	FULLERTON JUHSD	Y	12/9/2014		
	FULLERTON SD	Y	11/18/2014		
G	GARDEN GROVE USD	Y	7/14/2016	7/14/2021	
	GLENDALE USD	Y	4/5/2016		
	GLENDORA USD	Y	6/18/2014		
	GOLETA UNION SD	Y	3/15/2017		
	GONZALES USD	Y	2/11/2014		
	GORMAN JOINT SD	Y	9/12/2017		
	GREENFIELD USD- Monterey	Y	9/15/2016		
	GUADALUPE USD	Y	5/9/2013		
H	HESPERIA USD	Y	8/10/2015		

	HOPE ACADEMY CHARTER	Y	6/9/2015		
	HOPE ESD	Y	10/10/2016		
	HUENEME ESD	Y	9/15/2014		
I					
J	JURUPA USD	Y	6/13/2016		
K	KERN HSD	Y	8/1/2016	7/31/2019	
	KERNVILLE UESD	Y	3/8/2016		
L	LA CAÑADA USD	Y	5/19/2015		
	LA HABRA CITY SD	Y	10/23/2014		
	LA PURISIMA CATHOLIC SCHOOL	Y	1/15/2017		
	LAKE ELSINORE SD	Y	9/8/2016		
	LAKESIDE USD	Y	8/11/2015		
	LAMONT ESD	Y	10/28/2014		
	LANCASTER SD	Y	9/20/2016		
	LAS VIRGENES USD	Y	3/15/2017		
	LAWNDALE ELEMENTARY SD	Y	7/1/2017	6/30/2020	
	LITTLE LAKE CITY SCHOOL DISTRICT	Y	11/13/2016		
	LOMPOC USD	Y	11/17/2015		
	LONG BEACH USD	Y	5/16/2018	6/30/2022	
	LOS ANGELES COUNTY OFF. OF EDUC.	Y	3/24/2013		
	LOS ANGELES USD	Y	8/1/2016	8/1/2021	
	LOS NIETOS SD	Y	8/23/2016		
	LOST HILLS USD	Y	7/11/2016		
	LOWELL JOINT SD	Y	6/12/2018	6/30/2023	
	LUCERNE VALLEY USD	Y	1/12/2017		
	LUCIA MAR USD	Y	10/4/2016		
M	MAGNOLIA SD	Y	1/17/2012		
	MARICOPA USD	Y	5/12/2016		
	MCFARLAND USD	Y	8/11/2015		
	MENIFEE USD	Y	4/14/2015		
	MERCED CITY SD	Y	7/15/2016		
	MESA UNION SD	Y	5/15/2018	6/30/2022	
	MISSION VIEW PUBLIC CHARTER	Y	3/10/2015		Only School Counseling Cred & Interns
	MOJAVE USD	Y	3/10/2016		
	MONROVIA USD	Y	8/27/2014		
	MONTEBELLO USD	Y	5/11/2018	6/30/2022	
	MOORPARK USD	Y	8/12/2014		
	MORENO VALLEY USD	Y	9/9/2014		
	MUROC JOINT UNIFIED SCHOOL DISTRICT	Y	7/27/2017		
	MOUNTAIN VIEW SD (ONTARIO)	Y	8/15/2016		

N	NEWHALL SD	Y	11/14/2017		
	NEWPORT-MESA USD	Y	9/13/2016		Interns Only
	NORRIS SD	Y	5/11/2016		
	NORWALK-LA MIRADA USD	Y	6/6/2016	4/25/2019	
	NUVIEW UNION SCHOOL DISTRICT	Y	6/8/2017		
O	OAK PARK USD	Y	8/19/2014		
	OCEANSIDE USD	Y	9/27/2016		
	OCEAN VIEW SD	Y	9/13/2016		
	OJAI USD	Y	12/9/2015		
	ONTARIO-MONTCLAIR SD	Y	2/7/2014		
	ORANGE USD	Y	7/21/2015		
	ORCUTT USD	Y	2/6/2014		
	ORO GRANDE SD	Y	6/3/2015		
	OXNARD SD	Y	1/21/2015		
	OXNARD UHSD	Y	1/18/2017		
P	PALMDALE SD	Y	5/19/2015		
	PALM SPRINGS USD	Y	7/18/2016		
	PANAMA-BUENA VISTA USD	Y	2/23/2016		
	PARAMOUNT USD	Y	8/14/2017		
	PASADENA USD	Y	6/30/2016		
	PASO ROBLES JUSD	Y	7/8/2014		
	PERRIS UHSD	Y	2/15/2017		
	PLACENTIA-YORBA LINDA USD	Y	9/13/2016	9/13/2021	
	PLEASANT VALLEY SD	Y	8/21/2014		
	POMONA CATHOLIC HIGH SCHOOL	Y	11/2/2017		
	POMONA USD	Y	7/1/2016	6/30/2019	
	PORTERVILLE USD	Y	1/12/2017		
Q					
R	REDLANDS USD	Y	6/17/2014		
	RIALTO USD	Y	8/1/2017	7/31/2020	
	RICHLAND SD	Y	5/16/2016		
	RIO SD	Y	11/9/2016		
	RIO BRAVO-GREELEY USD	Y	8/11/2014		
	ROSEDALE USD	Y	8/11/2015		
	ROSEVILLE JUHSD	Y	7/18/2016		
	ROWLAND USD	Y	8/12/2014		
S	SADDLEBACK USD	Y	1/19/2017		
	SAN BERNARDINO CITY USD	Y	7/1/2018	6/30/2023	
	SAN BERNARDINO COUNTY SUPER. OF SCH.	Y	6/30/2014		AKA- San Bernardino County Office of Ed.
	SAN DIEGUITO UHSD	Y	2/6/2014		
	SAN JOSE CHARTER ACADEMY	Y	7/20/2016		
	SAN LEANDRO SD	Y	1/24/2017		
	SAN LUIS COASTAL USD	Y	3/4/2014		

	SANTA ANA USD	Y	8/23/2017		
	SANTA BARBARA USD	Y	6/25/2014		
	SANTA MARIA JUHSD	Y	8/6/2014		
	SANTA MONICA-MALIBU USD	Y	8/13/2014		
	SANTA PAULA USD	Y	1/13/2016		
	SANTA YNEZ VALLEY UHSD	Y	4/17/2012		Teacher Ed. Cred & Int./SPED Cred & Int.
	SAUGUS USD	Y	1/17/2017		
	SAVANNA SCHOOL DISTRICT	Y	5/9/2017		
	SHANDON JUSD	Y	8/7/2014		
	SIERRA SANDS USD	Y	1/19/2017		
	SILVER VALLEY USD	Y	8/5/2014		
	SIMI VALLEY USD	Y	11/18/2014		
	SNOWLINE JOINT USD	Y	8/12/2014		
	SOLVANG SD	Y	1/10/2017		
	SOUTHERN KERN USD	Y	11/4/2015		
	SOUTH FORK UNION SCHOOL DISTRICT	Y	3/8/2018	6/30/2023	
	SOUTH PASADENA USD	Y	10/8/2013		
	SOUTH WHITTIER SD	Y	11/15/2016		
	ST. GEORGE PARISH SCHOOL	Y	7/13/2016		
	ST. PETER & ST. PAUL CATHOLIC SCHOOL	Y	6/27/2016		
	SULPHUR SPRINGS SD	Y	8/13/2014		
T	TAFT CITY ESD	Y	6/22/2016		
	TEHACHAPI USD	Y	2/23/2016		
	TEMECULA VALLEY USD	Y	11/15/2016		
	TEMPLE CITY USD	Y	10/22/2014		
	TEMPLETON USD	Y	3/12/2014		
	TERRA BELLA UESD	Y	4/15/2016		
	TURLOCK USD	Y	1/3/2017		
U	UPLAND USD	Y	11/15/2016		
V	VAL VERDE USD	Y	4/25/2016		
	VENTURA USD	Y	8/13/2013		
	VICTOR ESD	Y	6/30/2014		
	VICTOR VALLEY UHSD	Y	8/21/2014		
	VINELAND ESD	Y	5/16/2016		
	VISALIA USD	Y	5/8/2018		
	VISTA DEL MAR USD	Y	12/11/2013		
W	WALNUT VALLEY USD	Y	7/21/2016		
	WASCO UNION ESD	Y	8/12/2014		
	WATER OF LIFE CHRISTIAN SCHOOL	Y	4/4/2018		
	WEST COVINA USD	Y	8/12/2014		

	WESTERN CHRISTIAN HIGH SCHOOL	Y	8/4/2016		
	WESTSIDE UNION SD	Y	6/14/2016		
	WHITTIER CITY SD	Y	9/9/2014		
	WHITTIER UHSD	Y	5/13/2014		
	WILLIAM S. HART UHSD	Y	8/20/2014		
	WILSONA SD	Y	5/19/2016		
X					
Y					
Z					

Appendix 13: Preliminary Administrative Services Credential Evaluation

Sent to Credential Analyst

University of La Verne
PASC I Processing Checklist

Student/SSN:

Address:

Credential Course Requirements		Course Equivalencies (if applicable)	
Edmt. 570	Curriculum, Instruction and Assessment	3SH	_____
Edmt. 571	Human Resource Administration	3SH	_____
Edmt. 572	Educational Leadership	3SH	_____
Edmt. 573	Contemporary Issues in CA Schools	3SH	_____
Edmt. 574	Field Experience	3SH	_____
Edmt. 576	Organizational Management and School-Community Collaboration	3SH	_____
Edmt. 577	Fiscal Resource Management Policy	3SH	_____
Edmt. 578	School Law	3SH	_____
TOTAL 24SH			

Total Administrative Credential Program

Clear California Credential: yes ___ no ___ CBEST: yes ___ no ___

Minimum – 3 years teaching experience: yes ___ no ___

CL 777 – Verification of Employment as an Administrator: yes ___ no ___

Transfer Crs	Crs Title	Agency	SH	Date
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

Chair Signature _____ **Date** _____

Appendix 14: Administrative Services Clear Credential Evaluation

Sent to Credential Analyst

**University of La Verne
CASC Processing Checklist**

Student/SSN:

Address:

Credential Course Requirements	Course Equivalencies (if applicable)
EDLD. 585A Professional Learning	2SH _____
EDLD. 586A Executive Coaching	2SH _____
EDLD. 585B Professional Learning	2SH _____
EDLD. 586B Executive Coaching	2SH _____
EDLD. 585C Professional Learning	2SH _____
EDLD. 586C Executive Coaching	2SH _____
EDLD. 585D Professional Learning	2SH _____
EDLD. 586D Executive Coaching	2SH _____

Administrative Services Credential Program

Valid Preliminary Administrative Services Credential: yes ___ no ___

Verification Letter of 2 years Administrative Experience on District Letterhead: yes ___ no ___

ULV Official Transcripts: yes ___ no ___

Chair Signature _____

Date _____

Appendix 15: Individual Induction Plan

**University of La Verne
Individual Induction Plan, Year One**

Candidate:

Coach:

Date:

District Mentor:

1. CPSEL STRENGTHS— Based upon feedback from my district mentor and my university coach, and the results of my Professional Leadership Assessments, the Kiersey Temperament Sort, the Personal Values Statement, and my assessment against the CPSEL Rubrics, my strengths as an educational leader are:

2. CPSEL Growth Needs—I will focus on the following areas of growth to improve my skills as a leader:

3. Professional Growth Goals and Objectives for this year:

4. If I am able to implement my goals and objectives, I will see the following changes in my leadership practices with staff and students:

Implementation Plan for my Goals and Objectives

Start Date	Activities	Evidence of Completion	Resources Needed

Appendix 16: Reading Admissions form



Main Campus
Official Admission Review

Application Status:

Application Number:

Program: MED: Reading + Cert+Cred
 Concentration:
 College:
 Site:

Date of Birth:
 Residency:
 Cell Phone:
 Home Phone:
 La Verne Email:
 Personal Email:

Received	Application Materials	Details	Degree Earned/Major/Transcripted GPA
	Letter of Recommendation-3		
	Letter of Recommendation-2		
	Letter of Recommendation-1		
	Statement of Purpose		
	Job confirmation from district		
	Departmental Interview		
	Copy of Current Credential		
	CBEST		
	Application Fee		
	College Transcript-2		
	College Transcript-2		
	College Transcript-3		
	College Transcript-4		
	College Transcript-1		
	College Transcript-5		

Calculated GPA's		
Code	Institution	Last 60 Unit GPA

Test Scores
No Test Records

Additional Information

For Department Decision

Admission *Cert/Cred/M.Ed.*

With stipulations (describe below)

Additional test(s) required (describe below)

Pending degree verification

Hold, Pending (describe below)

Denied Admission

Stipulations / Requirements

Department Notes

Appendix 17: Reading Course Program Evaluation

ID : Name :

Program Notes

Degree Requirements: :

Program Evaluation

Program:	Reading MEd	Met?	Minimum	Earned/In Prog
Major:	Reading	Credits Req:		
Minor:		Residency Req:		
Concentration:		Program GPA :		
Catalog Term:				

MEd Reading

Min Credits Required: Actual:

Required :

Met?	Requirement	Term	Satisfied By	Title	Credits	Grade	Source
	RDG510						
	RDG514		RDG 514	Lit Assess and Interpretation	3.00		
	RDG516		RDG 516	Comprehending and Composing	3.00		
	RDG518		RDG 518	Lang Acquis and Schema Dev	3.00		
	RDG520		RDG 520	Adolescent Lit Development	3.00		
	RDG521		RDG 521	Lit for Children/Young Adults	3.00		
	RDG524		EDUC 501	Educational Assessment	3.00		
	RDG525		RDG 525	Lit Research and Theory	3.00		
	RDG530	1	RDG 530	Rdg Specialist Ldrshp Roles	3.00		
	RDG598						

Appendix 18: Reading Completion letter

**Reading and Language Arts Specialist Credential
LaFetra College of Education
Graduate Reading Program
University of La Verne**

To: Shawna Moon, Credential Analyst, X4604
or Larry Gaona, Credential Analyst, 4676

From: Niki Elliott, Program Chairperson
Reading Program

Date:

Candidate:

The above-named candidate has met all the requirements for the Reading and Language Arts Specialist Credential by satisfactorily completing the university's state-approved nine-course preparation program (27 units) and passing the Reading Specialist Competency Exam. Therefore, (s)he is recommended to CCTC for said credential.

Signed: _____



(909) 448-1472
nelliott@laverne.edu

Appendix 19: Preliminary Teaching Credential Evaluation Form



**UNIVERSITY OF LA VERNE
MS/SS PRELIMINARY TEACHING CREDENTIAL
EVALUATION FORM**

Name _____ ID# _____

SS#: _____ DOB: _____ *COC / Sub Permit: _____
expiration date

*Bachelor's Degree: _____ *CBEST pending / passed: _____
university degree

*Subject Matter Waiver: _____ or *CSET: _____
major university subject 1) 3)
dates passed 2) 4)

*U.S. Constitution Course/Exam: _____ RICA: _____ TB: _____
course university date passed verification

Health Educ: _____ Speech course / waiver: _____
verification verification

Internship: District _____ Effective Date: _____ Terms: _____

SEM/YEAR	COURSE NO.	COURSE TITLE	INSTITUTION	GRADE	UNITS
	EDUC 425	Language & Literacy, MS			4
	EDUC 426	Introductory Teaching Practices, MS			4
	EDUC 440	Intermediate Teaching Practices - MS			4
	EDUC 441	Advanced Teaching Practices, MS			4
	EDUC 491	Subject Specific Pedagogy (History, PE,VPA), MS			3
	EDUC 492	Subject Specific Pedagogy (Math & Science), MS			3
	EDUC 427	Intermediate Teaching Practices, SS			4
	EDUC 428	Advanced Teaching Practices, SS			4
	EDUC 442	Language & Literacy, SS			4
	EDUC 443	Advanced Teaching Practices, SS			4
	EDUC 494 (A-J)	Subject Specific Pedagogy, SS			3
	EDUC 495	Foundation for Teaching Single Subject, SS			3
	EDUC 497	Introductory Supervised Teaching			3
	EDUC 498	Advanced Supervised Teaching			8
/ /	EDUC 467	Internship Teaching		/ /	3

TEACHER PERFORMANCE ASSESSMENTS

	Sem/Year	Score			Writing Assessment Score: _____ Date _____
TPA 1					CPR Effective Date: _____
TPA 2					

To Do List: _____

Appendix 20: Preliminary Education Specialist Credential Evaluation Form



**UNIVERSITY OF LA VERNE
EDUCATION SPECIALIST PRELIMINARY
CREDENTIAL EVALUATION FORM**

Name _____ ID# _____

SS# _____ DOB _____ CPR _____
effective date

*Bachelor's Degree _____ university _____ *CBEST _____
(or CL667 equiv) _____ date passed

*Subject Matter Waiver _____ or *CSET _____
major / university _____ subject _____ 1) _____ 2) _____ 3) _____ 4) _____
dates passed

*U.S. Constitution Course _____ or *Exam _____
course / university _____ date

*Certificate of Clearance _____ or *Emergency Permit _____
expiration date _____ expiration date

*Verify 120 hrs. exp. _____ Speech Course _____
(intern only) _____ institution _____ university

*Offer of Employment _____ RICA _____ TB Clearance: _____
(intern only) _____ verification _____ date passed _____ effective date

Individualized Induction Plan Reminder _____ TPA 1 _____ TPA 2 _____ TPA 3 _____
(for Clear) _____ initials _____ score _____ score _____ score

EDUC 407 _____ Health Education _____
verification _____ course _____ institution

SEM/YEAR	COURSE NO.	COURSE TITLE	INSTITUTION	GRADE	UNITS
	SPED 401	Writing for SPED candidates			3
	*SPED 457	Introduction to Except. Individuals & Their Families			3
	*SPED 470	Theories Methods of Education for Linguistically Diverse Students			4
	SPED 405	Diversity and Professional Communication			3
	SPED 406	Mild / Moderate Assess. & Curriculum. Practice			3
	SPED 407	Mild / Moderate Caseload Management			3
	SPED 472	Teaching Strategies			4
	SPED 408	Behavior and Academic Support			3
	RDG 510	Foundations of Emergent Literacy Instruction			3
	RDG 516	Processes of Comprehending and Composing			3
	SPED 505	Advanced Positive Behavior Support			3
	SPED 409	Education Specialist Mild Moderate Supervised Teaching			6

*Internship Requirement