

Initial Program Preconditions
University of La Verne
Bilingual Authorization

The following two preconditions apply to institutions that fall into one of the two following categories:

1. Commission-approved institutions submitting an educator preparation program proposal through Initial Program Review or
2. Institutions in Stage III of the Initial Institutional Approval process

(1) Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.

[Trend of Bilingual Authorizations Issued](#)

[Candidates Without Credentials Receiving Bilingual Authorizations Permits](#)

[Partnership Letter](#)

(2) Collaboration in Program Design and Implementation. To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement

Program Design Team

Name	Valerie Beltran, Ed.D.	Christian Bracho, Ph.D.	Anita Flemington, Ed.D.	Justin Saldaña, Ph.D.	Shana Matamala, Ed.D.
Title	Professor of Education	Associate Professor & Assistant Chair of Teacher Education	Professor of Education	Associate Professor of Education	Associate Professor of Education and Director of Teaching Fieldwork

Role	Professor EDUC 435	Professor EDUC 434	Professor EDUC 436	Professor EDUC 436	Professor EDUC 467/497/498
Qualifications	Valerie Beltran BCLAD Multiple Subject Teaching Credential	Christian Bracho BCLAD Single Subject Teaching Credential	Anita Flemington BCC Single, Multiple Subject and Early Childhood Teaching Credential	Justin Saldaña BCC Single and Multiple Subject Teaching Credential	Shana Matamala Administrative Credential, Fieldwork Director Multiple Subject Teaching Credential
<p>In addition to these internal team members, we also collaborated with key Dual Language stakeholders from the Ontario Montclair School District (https://www.omsd.net/Page/197) and the Pomona Unified School District (https://proudtobe.pusd.org/apps/pages/DualLanguageImmersion), two districts with established bilingual education pathways for students. Credentialed TK-12 practitioners and administrators from both of these districts also serve as members of our advisory board, cooperative teachers and adjunct professors within our program, allowing them to provide informed input surrounding the development of this program.</p>					