

Initial Program Review
BILINGUAL AUTHORIZATION PRECONDITIONS

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| Institution | University of La Verne |
| Submission Link | https://education.laverne.edu/accreditation/evidence/ |
| Date of Review | March 2022 |
| Dates of Subsequent Reviews | |

Reviewer Instructions:

Use the column labeled *Reviewer Comments* to provide feedback to the institution.

- If the Precondition **is met**, feedback is not required. Use the drop-down menu in the column labeled *Met* to select **Yes**.
- If the Precondition **is not met**, provide specific feedback, and identify the part(s) of the Precondition that is not met. Then, use the drop-down menu in the column labeled *Met* to select **More Information Needed**.

Institution Instructions:

Use the column labeled *Institution Resubmission Link* to link directly to the institution's response to reviewer feedback. The link must take the reviewer to the exact location on the website where the response can be located. If a precondition is met, no additional information or link is necessary.

General Comments:

Refer to the types of acceptable evidence for responding to preconditions: [Evidence Guidance Document for Initial Program Preconditions](#) and [Evidence Guidance Document for Bilingual Authorization](#)

Initial Program Preconditions

| Precondition | Reviewer Comments | Institution Resubmission Link | Met |
|--------------------------|---|---|-------------------------|
| 1. Demonstration of Need | Provide context that demonstrates the need for the type of proposed program in the service area. Provide additional affirmations from employers with their anticipated | The LaFetra College of Education at the University of La Verne is located in the eastern portion of Los Angeles County with regional campuses located in Bakersfield, Ventura, Victor Valley, and San Fernando. The locations and students served are linguistically diverse. For the | More information needed |

| Precondition | Reviewer Comments | Institution Resubmission Link | Met |
|--|---|---|--------------------------------|
| | <p>hiring need for individuals of the planned credential.</p> | <p>2020-2021 school year, Los Angeles county shows 16.9% of students are English Learners, and for the same time period, our neighboring district, Pomona Unified has identified 25.4% of students are English Learners.</p> <p>Through our partnerships and conversations with our local districts both faculty and administrators have expressed a need for fully credentialed bilingual teachers in these areas.</p> <p>Evidence of need based on several partner districts: Preconditions statement for # 1</p> <p>Original submission included documentation of: Trend of Bilingual Authorizations Issued</p> <p>Candidates Without Credentials Receiving Bilingual Authorizations Permits</p> | |
| <p>2. Practitioners' Participation in Program Design</p> | <p>Provide evidence of collaboration between employers of credentialed educators and TK-12 practitioners in the design of the program, design team (table) includes only faculty. How and when were employers of credentialed educators and TK-12 practitioners involved? Provide meeting agendas/minutes. No evidence provided that the partners will share authority and responsibility for the</p> | <p>The LaFetra College of Education identified a core group of faculty to spearhead the development of the content for the college. (Faculty and qualifications were included in the initial submission.)</p> <p>This group of faculty then collaborated with key Dual Language stakeholders from two local districts with established bilingual education pathways for students: Ontario Montclair School District and the Pomona Unified School District.</p> <p>Credentialed TK-12 practitioners and administrators from both of these districts also serve as members of</p> | <p>More information needed</p> |

| Precondition | Reviewer Comments | Institution Resubmission Link | Met |
|--------------|---|---|-----|
| | <p>implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.</p> | <p>our advisory board, cooperative teachers and adjunct professors within our program, allowing them to provide informed input surrounding the development of this program.</p> <p>Link to specific districts and partners: Districts' needs and input Letters of Support</p> <p>As a response to partnership feedback, a specific portion of the upcoming advisory meeting will be dedicated to Spanish Dual Immersion. Link to planned meeting agenda: BILA Advisory group agenda</p> | |

Program Specific Preconditions-Bilingual Authorization

| Precondition | Reviewer Comments | Institution Resubmission Link | Met |
|--|---|---|-------------------------|
| 1. Prerequisite Teaching Credential | Provide link to admission requirements on program website, admission form/checklist, or specific page in handbook that indicates that candidates must hold a prerequisite teaching credential. | Letter from credential analyst indicating prerequisites | More information needed |
| 2. English Learner Authorization | Provide link to program material that describes how a candidate can meet the English Learner Authorization. Provide analyst's checklist or equivalent showing how and when the program verifies that a candidate's prerequisite teaching authorization includes an English Learner Authorization. | Flyer of BILA Credential analyst checklist | More information needed |
| 3. Delivery Model – Language Competence Prior to Entering Intern Program | Provide link to program material that describes how a candidate can meet the language competency requirement. Provide analyst's checklist or equivalent used by the program to verify/ document how each candidate has met the language competency requirement. | Language guidance and support Credential analyst checklist | More information needed |