

Initial Program Preconditions

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.

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. Within the college is the Center for Neurodiversity, Learning and Wellness (CNLW) led by Dr. Niki Elliott.

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.

Increase in number of ESN credentials being issued:
<https://www.ctc.ca.gov/commission/reports/data/edu-supl-creds>

Number of New Authorizations Issued by Subject Area					
The table below displays the number of subject authorizations issued on an initial teaching credential. The number of subject areas is more than the total number of credentials issued as some individuals qualified for more than one subject authorization on their credential.					
Click the table for the View Data table or hover over the tooltip for the percent change from prior year.					
Subject Area	2016-17	2018-19	Fiscal Year 2019-20	2017-18	2020-21
Grand Total	1,212	1,285	1,303	1,380	1,597
Moderate/Severe Disabilities	1,212	1,285	1,303	1,380	1,597

Increase in number of waivers being issued:
<https://www.ctc.ca.gov/commission/reports/data/edu-supl-ipw>

Number of Authorizations Issued by Subject Area
 The table below displays the number of subject authorizations issued on a waiver. The number of subject areas is more than the total number of documents issued as some individuals qualified for more than one subject authorization on their document.

Click the table for the View Data table or hover over the tooltip for the percent change from prior year.

Subject Area	Fiscal Year				
	2017-18	2016-17	2018-19	2019-20	2020-21
Grand Total	22	29	40	59	108
Moderate/Severe Disabilities	22	29	40	59	108

(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.

- Leadership Structure:** The LFCE is led by Interim Dean Dr. MD Haque and Interim Associate Dean, Dr. Hannah Geddy. The Program Chair of Inclusive Education is Dr. Amber Bechard. There are currently three additional full time faculty. The program is affiliated with the LaFetra College of Education (LFCE) Center for Neurodiversity, Learning and Wellness (CNLW) led by Dr. Niki Elliott. The program also collaborates closely with our general Teacher Education Program, and benefits from the collaborative leadership of Dr. Shana Matamala, Director of Teacher Education. Our Director of Fieldwork, Veronica Romero, leads much of the fieldwork, with the support of our fieldwork team.
- Communication:** Communication with the faculty happens primarily through monthly meetings. LFCE hosts monthly college-wide meetings led by Interim Dean Dr. MD Haque. Institutional level communication occurs at provost and dean level meetings, as well as through faculty involvement in university and college level committees. The [Inclusive Education department holds monthly meetings](#) for full time faculty to discuss program specific items, such as scheduling, adjuncts, supervisors, course design, curriculum updates and student concerns. The department also holds [monthly supervision meetings](#) and trainings for supervisors as well. We discuss student concerns, the coaching model, [review program data](#) and set Inclusive Education [Program Goals](#). Additionally, Inclusive Education faculty attend general [Teacher Education monthly meetings](#) to collaborate on shared Key Assessments, program data review, shared adjuncts and integrated fieldwork. [Program Meeting Minutes](#) are documented in our shared drive.
- Means for stakeholder input:** We value the shifts in the field of education and embrace the opportunity to gain the input of a variety of stakeholders. A representative from Inclusive Education attends monthly Kern County Induction Collaborative. These meetings include Kern County school district administrative leadership, induction team members and university teacher preparation faculty. Topics focus on collaboratively preparing candidates as effective educators. In the local La Verne region, we utilize feedback from CNLW partnerships with Pomona Unified School District, Bakersfield City Schools and West Covina School District. These districts indicate a need for professional development around assessment and instruction for students with dyslexia. This inspired the creation of our Dyslexia Teacher Training Certificate. This has given key faculty a deep knowledge of structured literacy. We are now integrating more structured literacy content across all

of our credential program courses. Co-teaching is another recent emphasis in the field. We are partnering with Foothill Knolls Innovation Academy on a two year-long professional development project to enhance co-teaching at the full inclusion campus. We have added two [co-teaching lesson plans](#) to our program, one in [EDUC 425](#) and another in [SPED 430](#). We rely on our university supervisors and Site Support Providers in much the same way and make notes of the suggestions they provide in end of term feedback surveys. Additionally, we are developing partnerships of cohorts with several districts in the state. The input from these districts informs our programs. This is why we are seeking to add the ESN credential. Teacher Education also hosts an [Advisory Board](#).

Program Design Team & Partners

<i>Name</i>	<i>Title</i>
Amber Bechard, Ed.D.	Associate Professor of Education, Chair Inclusive Education Program - ULV
Sylvia Mac, Ph.D.	Associate Professor, Inclusive Education Co-Director, Center for Learning Innovation - ULV
Hannah Geddy, Ed.D.	Interim Associate Dean, LaFetra College of Education - ULV
Shana Matamala, Ed.D.	Assistant Professor of Education and Director of Teacher Education Program - ULV
Juli Johnson	Director of Continuous Improvement, LaFetra College of Education - ULV
Kevin Lee, Ed.D.	Assistant Superintendent of Human Resources, Bonita Unified School District Letter of Support
Danielle Walker	Senior Director of Specialized Services, Bonita Unified School District
Jen Alcazar, Ed.D.	Director of Human Resources, Upland Unified School District Letter of Support
Jennifer Morris	Principal of Foothill Knolls STEM Academy of Innovation, Upland Unified School District
Stephanie Ceminsky, Ed.D.	Director of Early Learning Programs, San Diego Unified School District Letter of Support
Kimberly Moore	Diversity and Inclusion Officer, San Diego Unified School District
Brian Morris	Assistant Superintendent of Human Resources, Fallbrook Union Elementary School District Letter of Support
Joy Springer, Ed.D.	Executive Director of Educator Support and Effectiveness, Ventura County Office of Education
Aaron Davis	Induction Director, William S. Hart Union High School District Letter of Support

Summary of Communication and Input

Stakeholders	Specific District	Frequency of Input	Topics	Impact
IHEs and LEA administrators	Kern County Induction Collaborative	monthly	Rotate monthly: ex: induction, literacy, interns	Inform program content and fieldwork
LEA partners, literacy coaches, general and	Pomona Unified School District, Bakersfield City Schools and West	weekly	Dyslexia, science of reading, literacy	Development of dyslexia teacher training certificate

special ed teachers	Covina School District			
LEA partner, principal, teachers	Upland School District, Foothill Knolls	monthly	Inclusion and co-teaching	Professional development, collaborative presentations at state and national conferences, course revisions
University and School Site Supervisors	Univ of La Verne supervisors	Monthly meetings with Univ. Supervisors & annual Site Support Provider Survey	Current practices in the field	Informed course content and professional development for SSPs.
LEA partners	Interim Associate Dean Dr. Hannah Geddy	weekly	District needs in the field	Development of cohort model, pursuit of ESN

Districts with Signed MOUs

[Sample MOU](#)

[List of Districts with Signed MOUs](#)