

Initial Program Preconditions

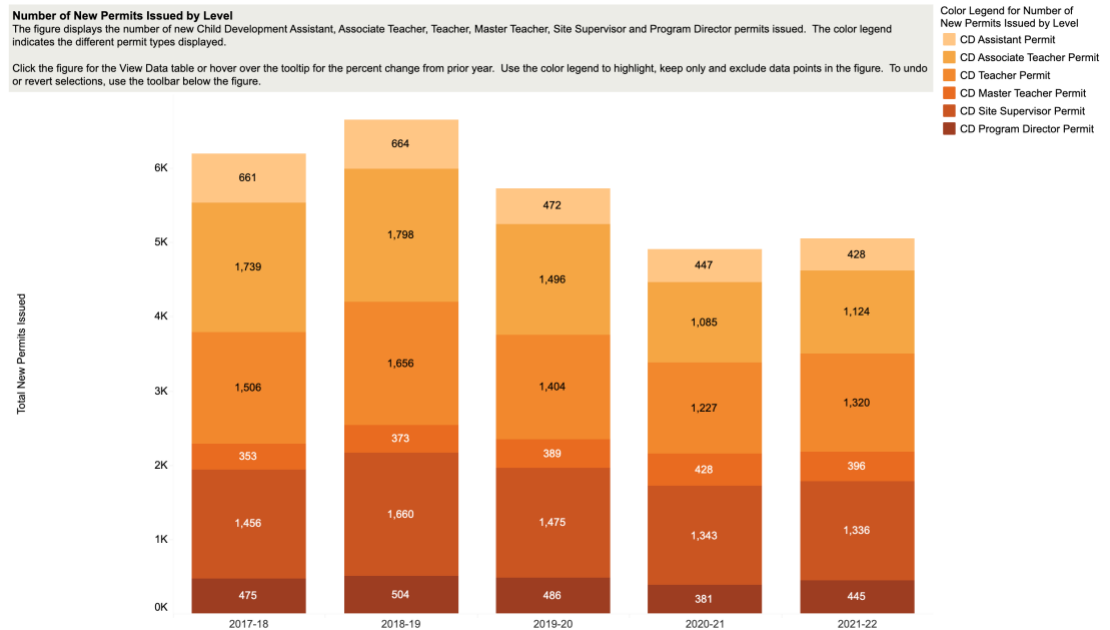
The following two preconditions apply to institutions that fall into one of the two following categories:

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 PK-3 credentialed teachers. The following is the summary of CD Permits issued:



<https://www.ctc.ca.gov/commission/reports/data/edu-supl-child-dev>

(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 Dean Dr. MD Haque and Associate Dean, Dr. Donna Redman. The PK-3 Early Childhood Education Specialists Credential will be organized with leadership split between the Child Development B.S. program, led by Dr. Cindy Giaimo-Ballard, for the subject matter courses and the Teacher Education (multiple- and single-subject credential) program lead by Dr. Shana Matamala. The Child Development B.S. program has two full-time faculty members and one faculty at 80% capacity.

The combined program chair and program director collaborate and share oversight of the program along with ensuring quality implementation across all campuses. The PK-3 ECE Specialists Credential will be offered on the main campus in La Verne, and at regional campuses throughout California. Main campus students will have the option of enrolling in 16-week semesters or 8-week Hybrid courses, whereas, regional campus students enroll in 8-week terms. Course content, program policies, and guidelines are consistent for all students, regardless of where the program is delivered.

Communication: Communication with the faculty happens primarily through monthly meetings. LFCE hosts monthly college-wide meetings led by 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 Child Development B.S. and Teacher Education programs each hold monthly meetings for full time faculty to discuss program specific items, such as scheduling, adjuncts, supervisors, course design, curriculum updates and student concerns.

Means for stakeholder input: The LaFetra College of Education identified a core group of faculty to spearhead the development of the content for the college. This group of faculty then collaborated with key stakeholders from three local districts: Bonita Unified School District, Fallbrook Union Elementary School District, and San Diego Unified School. Credentialed TK-12 practitioners and administrators from 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.

Program Design Team & Partners

Name	Title
Cindy Giaimo-Ballard, Ed.D.	Associate Professor of Education, Chair Child Development B.S. Program- ULV
Amy Blanford, M.A.	Assistant Professor of Education, Child Development B.S. Program- ULV

Holly Buckley, M.A.	Instructor, Child Development B.S. Program- ULV
Shana Matamala, Ed.D.	Assistant Professor of Education and Director of Teacher Education Program - ULV
Isabel Oejel, Ed.D.	Assistant Professor of Education, Associate Program Chair of Teacher Education Program - ULV
Donna Redman, Ed.D.	Associate Dean, LaFetra College of Education - ULV
Juli Johnson	Director of Continuous Improvement, LaFetra College of Education - ULV
Brian Morris	Assistant Superintendent of Human Resources, Fallbrook Union Elementary School District Letter of Support
Kevin Lee, Ed.D.	Assistant Superintendent of Human Resources, Bonita Unified School District Letter of Support
Stephanie Ceminsky, Ed.D.	Director of Early Learning Programs, San Diego Unified School District Letter of Support

Districts with Signed MOUs

[Sample MOU](#)

[List of Districts with Signed MOUs](#)