

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). Our partnerships and conversations with our local districts in these spaces (both faculty and administrators) express a need for [Preliminary PK-3 Early Childhood Education \(ECE\) Specialist Instruction](#) credentialed teachers.

Response to CTC March 2024 Feedback: In 2021, California committed to making transitional kindergarten available for all 4-year-olds by 2025–26. As TK becomes universal, California will need to greatly expand the early learning workforce. TK enrollment data from the California Department of Education indicates districts will need to hire between 11,900 and 15,600 additional lead teachers by 2025–26. This figure is beyond the approximately 4,100 TK teachers needed in 2020. In addition, the state will need between 16,000 and 19,700 assistant TK teachers in 2025–26 because most classes will be required to have an assistant teacher to meet child–adult ratios. As noted in the tables below, current outputs in our state are not meeting these demands.

	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
CD Assistant Permit	664	472	447	429	388	-9.6%
CD Associate Teacher Permit	1,798	1,495	1,085	1,125	1,207	7.3%
CD Teacher Permit	1,656	1,404	1,227	1,321	1,295	-2.0%
CD Master Teacher Permit	373	389	428	396	346	-12.6%
CD Site Supervisor Permit	1,659	1,475	1,342	1,337	1,513	13.2%
CD Program Director Permit	503	486	381	445	405	-9.0%
Total	6,653	5,721	4,910	5,053	5,154	2.0%

Teacher Supply in California 2022-23 A Report to the Legislature (submitted pursuant to AB471 chap 381, stats. 1999) Commission on Teacher Credentialing April 2024

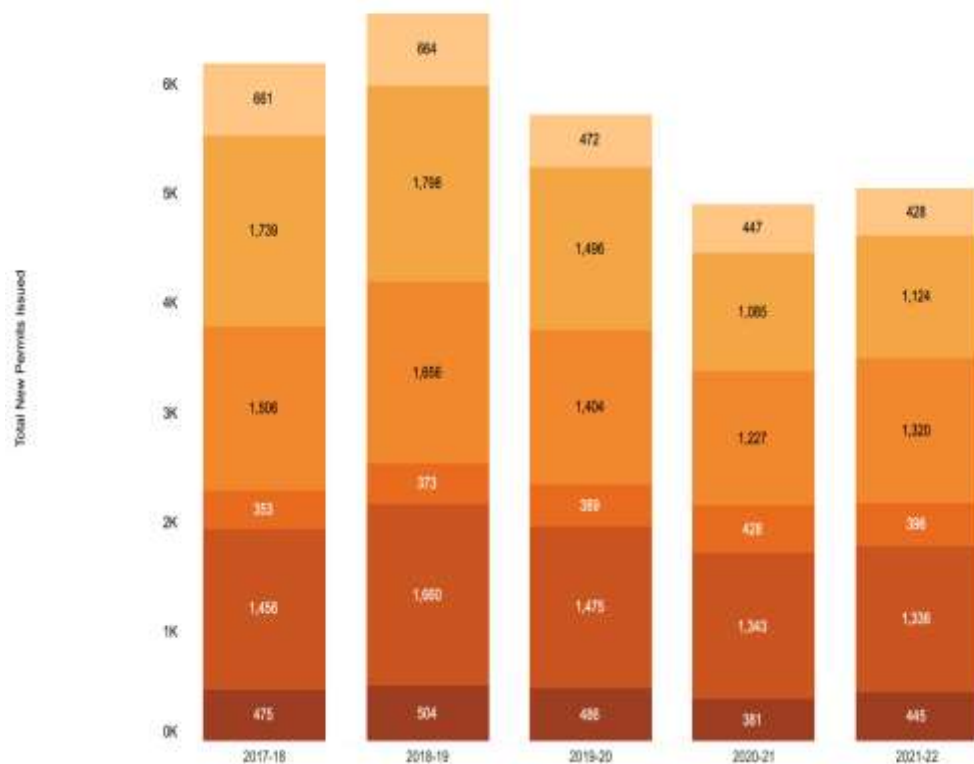
Number of New Permits Issued by Level

The figure displays the number of new Child Development Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor and Program Director permits issued. The color legend indicates the different permit types displayed.

Click the figure for the View Data table or hover over the tooltip for the percent change from prior year. Use the color legend to highlight, keep only and exclude data points in the figure. To undo or revert selections, use the toolbar below the figure.

Color Legend for Number of New Permits Issued by Level

- CD Assistant Permit
- CD Associate Teacher Permit
- CD Teacher Permit
- CD Master Teacher Permit
- CD Site Supervisor Permit
- CD Program Director Permit



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

Trends of New Permits Issued

	Fiscal Year				
	2018-19	2019-20	2020-21	2021-22	2022-23
Total	6,653	5,721	4,910	5,053	5,154
Percent Change From Prior Year		-14.0%	-14.2%	2.9%	2.0%

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

Letters of Support

Please see letters of support demonstrating a need for **Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction** educators from several of our PK-12 partners.

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

- (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, Associate Dean, Dr. Donna Redman and Assistant Dean, Dr. Shana Matamala. The **Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction** Credential will be organized across two departments in the college, with leadership split between the Child Development B.S. program, led by Dr. Cindy Giaino-Ballard, for the subject matter courses and the Teacher Education (multiple- and single-subject credential) program lead by Dr. Isabel Orejel. The Child Development B.S. program has two full-time faculty members and one faculty at 80% capacity. ([Organizational Chart](#))

The combined program chair and program director collaborate and share oversight of the program along with ensuring quality implementation across all campuses. The **Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction** 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, or which calendar model is utilized.

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 and through faculty involvement in university and college level committees. The Child Development B.S. and Teacher Education programs each hold monthly meetings for their full-time faculty and staff members to discuss program specific items, such as scheduling, adjuncts, supervisors, course design, curriculum updates, and student concerns. Departments also receive regular electronic communication from their department chairs.

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

<i>Name</i>	<i>Title</i>
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, Clear Multiple Subject Credential
Isabel Orejel, Ed.D.	Assistant Professor of Education, Associate Program Chair of Teacher Education Program – ULV, Clear Multiple Subject Credential
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 , Clear Single Subject Credential , Clear Administrative Services Credential
Kevin Lee, Ed.D.	Assistant Superintendent of Human Resources, Bonita Unified School District Letter of Support , Clear Single Subject Credential
Stephanie Ceminsky, Ed.D.	Director of Early Learning Programs, San Diego Unified School District Letter of Support , Clear Multiple Subject Credential , Clear Administrative Services Credential

Planning Meetings

The following meetings were attended by the Program Design Team to outline the program, consider initial feedback and process received revisions **as noted in meeting specific agendas**. Individual work sessions between meetings were also held to complete submission components.

February 4, 2024

PK-3 Planning Meeting

Wednesday, February 4, 2024 1:30 pm

Dr. Matamala's Office

1. Review Objectives
2. Old Business
3. New Business
4. Discussion
5. Deliverables

Next Meeting: March 6

March 6, 2024

PK-3 Planning Meeting

Wednesday, March 6, 2024 8:00 am

Zoom

1. Review Objectives
2. Old Business
3. New Business
4. Discussion
5. Deliverables

Next Meeting: March 22

March 22, 2024

PK-3 Planning Meeting

Friday, March 22, 2024 10:30 am

Zoom

1. Review Objectives
2. Old Business
3. New Business
4. Discussion
5. Deliverables

Next Meeting: April 11

April 11, 2024

PK-3 Planning Meeting

Thursday, April 11, 2024 10:30 am

Zoom

1. Review Objectives
2. Old Business
3. New Business
4. Discussion
5. Deliverables

Next Meeting: May 30

May 30, 2024

PK-3 Feedback Review Meeting
Thursday, May 30, 2024 10:00 am
Zoom

1. Review Objectives
2. Old Business
3. New Business
4. Discussion
5. Deliverables

Next Meeting: June 7

June 7, 2024

PK-3 Feedback Review Meeting
Friday, June 7, 2024 10:00 am
Zoom

1. Review Objectives
2. Old Business
3. New Business
4. Discussion
5. Deliverables

Next Meeting: June 10

June 10, 2024

PK-3 Feedback Review Meeting
Monday, June 10, 2024 1:00 pm
Shana's Office

1. Review Objectives
2. Old Business
3. New Business
4. Discussion
5. Deliverables

Next Meeting: June 27

June 27, 2024

PK-3 Feedback Review Meeting
Monday, June 27, 2024 12:00 pm
Shana's Office

1. Review Objectives
2. Old Business
3. New Business
4. Discussion
5. Deliverables

Next Meeting: August 15

August 15, 2024

PK-3 Feedback Review Meeting
Thursday, August 15, 2024 11:00 am
Zoom

1. Review Objectives
2. Old Business
3. New Business
4. Discussion
5. Deliverables

Next Meeting: August 26

August 26, 2024

PK-3 Feedback Review Meeting
Monday, August 26, 2024 11:00 am
Zoom

1. Review Objectives
2. Old Business
3. New Business
4. Discussion
5. Deliverables

Next Meeting: September 16

September 16, 2024

PK-3 Feedback Review Meeting
Monday, September 16, 2024 10:00 am
Zoom

1. Review Objectives
2. Old Business
3. New Business

4. Discussion
5. Review and Submission Plan

Next Meeting: TBD

Districts with Signed MOUs

[Sample MOU/Fieldwork Agreement](#)

[List of Districts with Signed MOUs](#) (updated versions)

Preconditions for Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction

(1) **Limitation on Student Teaching Prerequisites.**

No college or university shall require candidates to complete more than the equivalent of nine semester units of credential preparation courses prior to allowing candidates to enroll in student teaching in a preschool or elementary classroom. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of effective methods of English Language Skills as required by Program Precondition 2. Reference: Education Code Section 44320 (a).

Appropriate examples of Evidence:

Link to course sequence within a handbook, website, or other authentic program documentation that shows that no more than nine semester units (or twelve with EL instruction) of credential preparation courses are completed before candidates begin student teaching* experiences in a classroom or school.

Clarification of Program Precondition 1

*Student Teaching, for the purposes of this Precondition, is defined as program-coordinated 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. Guides and responsibilities for these courses are detailed in the [Clinical Teaching Overview PK3](#).

The University of La Verne LaFetra College of Education requires that all candidates complete the following prerequisite courses, or their equivalents, before beginning EDUC 498PK - Advanced Supervised Teaching. The requirements are described in the Teacher Education [Handbook](#) (pg 13):

✓ **Student Teaching Prerequisites Checklist**

EDUC 497/497A/497PK/SPED 497/SPED 497E: Introductory Supervised Teaching (7 weeks)
&

EDUC 498/498PK/SPED 498/SPED 498E: Advanced Supervised Teaching (8 weeks)

Student Teaching Application Deadline:

Spring- November 15th

Fall- July 15th

PK-3 Early Childhood Education Requirements	Multiple Subject Requirements	Single Subject Requirements
Courses		
<ul style="list-style-type: none"> ✓ EDUC 400PK ✓ EDUC 401PK ✓ EDUC 403PK ✓ EDUC 425PK ✓ EDUC 492PK ✓ GPA \geq 3.0 	<ul style="list-style-type: none"> ✓ EDUC 425 ✓ EDUC 426 ✓ EDUC 440 ✓ EDUC 441 ✓ EDUC 491 ✓ EDUC 492 ✓ GPA \geq 3.0 <p><u>Additional EDSP Courses</u></p> <ul style="list-style-type: none"> ✓ SPED 420 ✓ SPED 421 ✓ SPED 422 ✓ SPED 430 ✓ SPED 450 	<ul style="list-style-type: none"> ✓ EDUC 427 ✓ EDUC 428 ✓ EDUC 442 ✓ EDUC 443 ✓ EDUC 494 ✓ EDUC 495 ✓ GPA \geq 3.0
Assessments & Exams		
<ul style="list-style-type: none"> ✓ SMR Met* ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree
Other Prerequisites		
<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)

* Completion of 24 semester units or the equivalent quarter units of non-remedial, degree- applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

(2) Literacy Instruction.

The program includes the study of effective means of teaching literacy, in accordance with 44259 (b)(4)(A) and (B).

Reference: Education Code Section 44259 (b)(4)(A) and (B).

For institutions working on an Initial Institutional Approval (IIA) or Initial Program Review (IPR) program proposal: Information on this precondition will be included in the submission for Program Standard 7 and TPE 7. No further evidence is required.

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.

Pre-requisite: [EDUC 426PK Introductory Teaching Practices \(updated syllabus\)](#)

1) [EDUC 425PK– Language and Literacy \(updated syllabus\)](#)

2) [EDUC 497PK](#) & [EDUC 498PK](#) – Student 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 curriculum is as follows:

Last Year of Child Development BS Program	Fall	Spring
EDUC 400PK : Early Development & Inquiry-Based Learning	EDUC 425PK : Development of Early Literacy (updates syllabus)	EDUC 497PK : Introductory Supervised Teaching
EDUC 401PK : Creating Culturally Responsive Classroom Communities	EDUC 492PK : Math & Science	EDUC 498PK : Advanced Supervised Teaching
EDUC403PK : Self-Care & Professional Effectiveness		

"Please see response to Program Standard at TPE 7 as evidence the program includes the study of effective means of teaching literacy, in accordance with 44259 (b)(4)(A) and (B)."

(3) Undergraduate Student Enrollment.

Professional preparation, including student teaching, shall be made available in the upper division course offerings at all California public institutions of higher education. Reference: Education Code Section 44320 (a).

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.

(4) Assessing Candidates for Subject Matter Competence.

The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes:

- *Providing candidates with clear and accurate information in all advising and application materials about all options available to demonstrate subject matter competence, for the PK-3 Early Childhood Education Specialist Instruction credential.*
- *Within the first 60 days of the candidate's admission, the institution must complete an assessment of each candidate's standing in relation to demonstration of the subject matter competence requirement and notify candidates of that standing*

Appropriate examples of Evidence:

1. Link within a handbook, website, or other authentic program documentation that indicates how candidates are provided with clear and accurate information about both options available to demonstrate subject matter competence. This evidence may be within any current authentic candidate materials where requirements are listed.
2. Evidence of the program's process for completing the assessment and providing candidates with notification of their standing in relation to meeting the subject matter competence requirement within 60 days of their admission to the program. This notification should include reference to how the candidate has completed the requirement or next steps to completion.

Response to PPC4 Feedback

Candidates will be notified of their standing in relation to meeting the subject matter competence requirement within 60 days of their admission to the program. This notification will be reviewed and presented by their Academic or Faculty Advisor during their first meeting and onboarding session, including reference to how the candidate has completed the requirement or next steps to completion.

Admission requirements which will be used for this assessment are described in the Teacher Education [Handbook](#) (pg 6-7):

Education Specialist, Multiple Subject and Single Subject Credential Programs (Including Program in Development: PK-3 Early Childhood Education Specialist Instruction Credential)

This program is designed for students wishing to earn their PK-3 ECE Specialist Instruction Credential (PK-3 ECE), Multiple Subject (MS), Single Subject (SS), or Education Specialist (EDSP) teaching credentials and culminates in a master's degree. Earning a credential takes several steps. After admittance into the program, students must successfully complete teaching methodology courses and fieldwork. Candidates then must be accepted for student teaching, which includes 15 weeks of in-classroom training and an additional 8 weeks if seeking a Dual credential (MS and EDSP). Finally, candidates complete core coursework for the master's degree in an area of specialty of their choice, followed by a culminating project or paper structured to help improve their instructional and leadership abilities. The PK-3 ECE, Multiple, Single Subject and Education Specialist 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.

Admission Requirements for Education Specialist, Multiple Subject and Single Subject Credential Programs:

- Application and application fee
- Official transcripts from all institutions attended indicating a BA/BS from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
- Statement of Purpose
- 2 letters of recommendation
- Verification of meeting Basic Skills Requirement, BSR
- Resume
- TB clearance (valid for 4 years)
- Granted Certificate of Clearance (<https://www.ctc.ca.gov/credentials/submit-online>) or Current Substitute Teaching Permit
- Internet access

Admission Requirements for PK-3 Early Childhood Education Specialist Instruction Credential:

- Application and application fee
- Official transcripts from all institutions attended indicating a BA/BS from a regionally accredited institution with a degree major in the field of Child Development, Child & Adolescent Development, Human Development, Early Childhood Education, Child & Family Studies, Early Childhood Studies, Human Development & Family Science, Child & Adolescent, and Family Studies - with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
- Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.
- Statement of Purpose
- 2 letters of recommendation
- Resume
- TB clearance (valid for 4 years)
- Granted Certificate of Clearance (<https://www.ctc.ca.gov/credentials/submit-online>) or Current Substitute Teaching Permit
- Internet access

Candidates may meet this requirement in one of two ways:

- (A) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in
 - Child Development,
 - Child and Adolescent Development,
 - Human Development,
 - Early Childhood Education,

- Child and Family Studies,
- Early Childhood Studies,
- Human Development and Family Science,
- Family Science, or
- Child, Adolescent, and Family Studies.

OR

- (B) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework completed at a regionally accredited institution of higher education, with a grade of C or higher, in early childhood education and/or child development.

*There is no CSET for this credential

The University of La Verne LaFetra College of Education verifies that each candidate has met appropriate subject matter requirements prior to EDUC 498PK, Advanced Supervised Teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a PK-3 setting or before becoming the teacher of record in a PK-3 setting. If the requirement was not met at time of admission, it is listed as a Student Teaching prerequisite ([Handbook](#) pg 13). These requirements are reviewed upon submission of a [student teaching application](#), a requirement for enrollment in 498PK.

✓ **Student Teaching Prerequisites Checklist**

EDUC 497/497A/497PK/SPED 497/SPED 497E: Introductory Supervised Teaching (7 weeks)
&

EDUC 498/498PK/SPED 498/SPED 498E: Advanced Supervised Teaching (8 weeks)

Student Teaching Application Deadline:

Spring- November 15th

Fall- July 15th

PK-3 Early Childhood Education Requirements	Multiple Subject Requirements	Single Subject Requirements
Courses		
<ul style="list-style-type: none"> ✓ EDUC 400PK ✓ EDUC 401PK ✓ EDUC 403PK ✓ EDUC 425PK ✓ EDUC 492PK ✓ GPA \geq 3.0 	<ul style="list-style-type: none"> ✓ EDUC 425 ✓ EDUC 426 ✓ EDUC 440 ✓ EDUC 441 ✓ EDUC 491 ✓ EDUC 492 ✓ GPA \geq 3.0 <p><u>Additional EDSP Courses</u></p> <ul style="list-style-type: none"> ✓ SPED 420 ✓ SPED 421 ✓ SPED 422 ✓ SPED 430 ✓ SPED 450 	<ul style="list-style-type: none"> ✓ EDUC 427 ✓ EDUC 428 ✓ EDUC 442 ✓ EDUC 443 ✓ EDUC 494 ✓ EDUC 495 ✓ GPA \geq 3.0
Assessments & Exams		
<ul style="list-style-type: none"> ✓ SMR Met* ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree
Other Prerequisites		
<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)

* Completion of 24 semester units or the equivalent quarter units of non-remedial, degree- applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

The University of La Verne uses the program MyDegree Tracker as a form of tracking degree requirements, course sequencing, and student information. The link to this can be found in each student's La Verne Portal under quick links. Only the student and their designated faculty advisors have access to MyDegree Tracker.



[Sample Degree Tracker](#)

(5) Demonstration of Subject Matter Competence.

The approved PK-3 Early Childhood Education Specialist Instruction credential preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting. Candidates may meet the subject matter competence requirement through one of the following two options:

- (A) *Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Education, or a similar major*
- (B) *Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.*

Appropriate examples of Evidence:

Link to tracking materials, checklists, or other authentic program documentation that shows how the program assures that each candidate has demonstrated subject matter proficiency before being given daily whole class instructional responsibilities. The evidence should be clear about when in the program demonstration of subject matter occurs.

Response to PPC5 Feedback

The requirements are described in the Teacher Education [Handbook](#) (pg 6-7):

Education Specialist, Multiple Subject and Single Subject Credential Programs (Including Program in Development: PK-3 Early Childhood Education Specialist Instruction Credential)

This program is designed for students wishing to earn their **PK-3 ECE Specialist Instruction Credential (PK-3 ECE)**, Multiple Subject (MS), Single Subject (SS), or Education Specialist (EDSP) teaching credentials and culminates in a master's degree. Earning a credential takes several steps. After admittance into the program, students must successfully complete teaching methodology courses and fieldwork. Candidates then must be accepted for student teaching, which includes 15 weeks of in-classroom training and an additional 8 weeks if seeking a Dual credential (MS and EDSP). Finally, candidates complete core coursework for the master's degree in an area of specialty of their choice, followed by a culminating project or paper structured to help improve their instructional and leadership abilities. The **PK-3 ECE**, Multiple, Single Subject and Education Specialist 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.

Admission Requirements for Education Specialist, Multiple Subject and Single Subject Credential Programs:

- Application and application fee
- Official transcripts from all institutions attended indicating a BA/BS from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
- Statement of Purpose
- 2 letters of recommendation
- Verification of meeting Basic Skills Requirement, BSR
- Resume
- TB clearance (valid for 4 years)
- Granted Certificate of Clearance (<https://www.ctc.ca.gov/credentials/submit-online>) or Current Substitute Teaching Permit
- Internet access

Admission Requirements for PK-3 Early Childhood Education Specialist Instruction Credential:

- Application and application fee
- Official transcripts from all institutions attended indicating a BA/BS from a regionally accredited institution with a degree major in the field of Child Development, Child & Adolescent Development, Human Development, Early Childhood Education, Child & Family Studies, Early Childhood Studies, Human Development & Family Science, Child & Adolescent, and Family Studies - with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
- Completion of 24 semester units or the equivalent quarter units of non-remedial, degree- applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.
- Statement of Purpose
- 2 letters of recommendation
- Resume
- TB clearance (valid for 4 years)
- Granted Certificate of Clearance (<https://www.ctc.ca.gov/credentials/submit-online>) or Current Substitute Teaching Permit
- Internet access

Candidates meet with faculty members to verify subject matter competence during the admission process and advise them of their options:

Candidates may meet this requirement in one of two ways:

- (A) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in
- Child Development,

- Child and Adolescent Development,
- Human Development,
- Early Childhood Education,
- Child and Family Studies,
- Early Childhood Studies,
- Human Development and Family Science,
- Family Science, or
- Child, Adolescent, and Family Studies.

OR

- (B) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework completed at a regionally accredited institution of higher education, with a grade of C or higher, in early childhood education and/or child development.

*There is no CSET for this credential

If the requirement was not met at time of admission, it is listed in the Student Teaching prerequisites ([Handbook](#) pg 13) and student teaching [student teaching application](#).

✓ Student Teaching Prerequisites Checklist

EDUC 497/497A/497PK/SPED 497/SPED 497E: Introductory Supervised Teaching (7 weeks)
&

EDUC 498/498PK/SPED 498/SPED 498E: Advanced Supervised Teaching (8 weeks)

Student Teaching Application Deadline:

Spring- November 15th

Fall- July 15th

PK-3 Early Childhood Education Requirements	Multiple Subject Requirements	Single Subject Requirements
Courses		
<ul style="list-style-type: none"> ✓ EDUC 400PK ✓ EDUC 401PK ✓ EDUC 403PK ✓ EDUC 425PK ✓ EDUC 492PK ✓ GPA \geq 3.0 	<ul style="list-style-type: none"> ✓ EDUC 425 ✓ EDUC 426 ✓ EDUC 440 ✓ EDUC 441 ✓ EDUC 491 ✓ EDUC 492 ✓ GPA \geq 3.0 <p><u>Additional EDSP Courses</u></p> <ul style="list-style-type: none"> ✓ SPED 420 ✓ SPED 421 ✓ SPED 422 ✓ SPED 430 ✓ SPED 450 	<ul style="list-style-type: none"> ✓ EDUC 427 ✓ EDUC 428 ✓ EDUC 442 ✓ EDUC 443 ✓ EDUC 494 ✓ EDUC 495 ✓ GPA \geq 3.0
Assessments & Exams		
<ul style="list-style-type: none"> ✓ SMR Met* ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree
Other Prerequisites		
<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)

* Completion of 24 semester units or the equivalent quarter units of non-remedial, degree- applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

The University of La Verne LaFetra College of Education verifies that each candidate has met the appropriate the subject matter requirement prior to EDUC 498PK, Advanced Supervised Teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a PK-3 setting or before becoming the teacher of record in a PK-3 setting.

The requirements are clearly described Student Teaching prerequisites ([Handbook](#) pg 13) and [student teaching application](#). They are also tracked by the student's credential

analyst using the Student Teaching Prerequisite checklist upon receipt to the student teaching [application](#) packet. The student's degree tracker is another tool that credential analysts use to track completed coursework in support of SMR requirements.

✓ **Student Teaching Prerequisites Checklist**

EDUC 497/497A/**497PK**/SPED 497/SPED 497E: Introductory Supervised Teaching (7 weeks)
&

EDUC 498/**498PK**/SPED 498/SPED 498E: Advanced Supervised Teaching (8 weeks)

Student Teaching Application Deadline:

Spring- November 15th

Fall- July 15th

PK-3 Early Childhood Education Requirements	Multiple Subject Requirements	Single Subject Requirements
Courses		
<ul style="list-style-type: none"> ✓ EDUC 400PK ✓ EDUC 401PK ✓ EDUC 403PK ✓ EDUC 425PK ✓ EDUC 492PK ✓ GPA \geq 3.0 	<ul style="list-style-type: none"> ✓ EDUC 425 ✓ EDUC 426 ✓ EDUC 440 ✓ EDUC 441 ✓ EDUC 491 ✓ EDUC 492 ✓ GPA \geq 3.0 <p><u>Additional EDSP Courses</u></p> <ul style="list-style-type: none"> ✓ SPED 420 ✓ SPED 421 ✓ SPED 422 ✓ SPED 430 ✓ SPED 450 	<ul style="list-style-type: none"> ✓ EDUC 427 ✓ EDUC 428 ✓ EDUC 442 ✓ EDUC 443 ✓ EDUC 494 ✓ EDUC 495 ✓ GPA \geq 3.0
Assessments & Exams		
<ul style="list-style-type: none"> ✓ SMR Met* ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree
Other Prerequisites		
<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)

* Completion of 24 semester units or the equivalent quarter units of non-remedial, degree- applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

[Sample Degree Tracker](#)

(6) Completion of Requirements.

A college or university or school district that operates a program for the PK-3 Early Childhood Education Specialist Instruction 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:

- *Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education.*
- *Completion of the subject matter requirement*
- *Passage of the Reading Instruction Competence Assessment (RICA) or a Commission approved literacy performance assessment for early childhood education.*
- *Completion of a Commission approved preparation program*
- *Passage of a Commission approved teaching performance assessment for multiple subjects in a PK-3 setting, or passage of a commission approved teaching performance assessment for early childhood education.*

Appropriate examples of Evidence:

Link to evidence (tracking materials, checklists, or other authentic program documentation) that shows the tracking process followed by the program to assure that each candidate has completed each legal requirement of the credential. If this credential recommendation tracking process is housed in an internal database, screenshots of the process can be provided.

Response to PPC6 Feedback

The University of La Verne LaFetra College of Education verifies that each candidate has met the appropriate the subject matter requirement prior to student 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 Subject Matter requirement is listed on [Admission Requirements website](#) under:

Program Requirements: optional, if available at the time of admission:

The following items are program requirements and may be submitted at the time of admission:

1. Proof of completion of Subject Matter Requirement (required prior to student teaching)
2. RICA (Required for Preliminary credential)

*Candidates provide evidence of having completed **Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction** subject matter requirements as a part of their admission requirements. If the requirement was not met at time of admission, it is listed in the Student Teaching prerequisites.*

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify that **Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction credential** program candidates meet all legal requirements throughout the program prior to receiving a recommendation for the credential. All credential candidates are assigned to a credential analyst when they are admitted to the program. This analyst monitors candidate

progress and maintains their program file throughout the program. Analysts meet with candidates each term to communicate progress, and are also available for additional meetings based on candidate need. The University of La Verne uses the program MyDegree Tracker as a form of tracking degree requirements, course sequencing, and student information. The link to this can be found in each students' La Verne Portal under quick links. Only the student and their designated faculty advisors have access to MyDegree Tracker. Evidence of this process is noted below and is also included in program [Handbook](#) pg 18):

MyDegree Tracker

Student View A0002time as of 11/22/2021 at 12:40

Student	TESTSTUD2, TESTSTUD2	Level	Graduate
ID	10910494	Degree	Teaching Multiple Subject MA
Class	Graduate	College	LaVerne College of Education
Advisors	Beltran, Irene; Stamp, Karen M	Major	Teaching Multiple Subject
La Verne GPA	4.00	Concentration	
Overall GPA	0.00	Minor	
Academic Standing	Good Standing	Campus	Main Campus
Catalog	Fall 2021	Matriculation	

Degree Progress

These progress bars are for general reference. Please see the detailed requirements as listed below.

Requirements	
Semester Hours	

Degree MA Teaching - Multiple Subject

All requirements for the master's degree are to be completed within five years from the time of first course registration post admission.

Required Hours: 30 SH completed or completed 25 SH & currently enrolled in 5 SH. To apply, students must submit an Application for Advanced Standing form with approval of their program advisor, along with an Application for Graduation and graduation fee. Master's degree candidates must have received Advanced Standing prior to the beginning of the semester/term for which they plan on registering for their culminating activity.

☐ Advanced Standing **Still Needed**

Signature Works Report

<input type="checkbox"/> Senior & Child Development	Not Needed	(You must complete all of the following: 1 or 2)
<input type="checkbox"/> Child Development Core Course	Not Needed	(1 Class in EDUC 410 or 451 or 452 and
<input type="checkbox"/> Child Development Required Core	Not Needed	(2 Classes in EDUC 400 and 450 and EDUC 460)
<input type="checkbox"/> Option 6 Biological Teaching and Learning	Not Needed	(10.00 Semester Hours in EDUC 410 or 450 or 451 or 452)
<input type="checkbox"/> One Core Option needs to be officially declared for this Program		
MULTIPLE SUBJECT CANDIDATES	Required	Students must complete multiple subject in their program (except program waiving or not interested)
<input type="checkbox"/> Language and Literacy: Multiple Subject	Not Needed	1 Class in EDUC 420
<input type="checkbox"/> Introductory Teaching Practices: Multiple Subject	Not Needed	1 Class in EDUC 420
<input type="checkbox"/> Intermediate Teaching Practices: Multiple Subject	Not Needed	1 Class in EDUC 440
<input type="checkbox"/> Advanced Teaching Practices: Multiple Subject	Not Needed	1 Class in EDUC 441
<input type="checkbox"/> Subject Specific Pedagogy: History, PE and Visual Performing Arts	Not Needed	1 Class in EDUC 481
<input type="checkbox"/> Subject Specific Pedagogy: Math and Science	Not Needed	1 Class in EDUC 482
<input type="checkbox"/> Introductory Supervised Teaching	Not Needed	1 Class in EDUC 487
<input type="checkbox"/> Advanced Supervised Teaching	Not Needed	1 Class in EDUC 488
<input type="checkbox"/> CDEI Speech Certification	Required	Students must complete CDEI Speech (EDUC 491M, 491PM) or Speech
<input type="checkbox"/> CDEI Content Certification	Required	The CDEI Content Certification (CDEI 491M, 491PM) is required for all
<input type="checkbox"/> Health Education	Required	Complete EDUC 420 or an approved Health Education course. Total for the 120
<input type="checkbox"/> CDEI Certificate of Clearance		
<input type="checkbox"/> CPR Certification		
<input type="checkbox"/> Tuberculosis Clearance		
<input type="checkbox"/> CDEI Exam		
<input type="checkbox"/> RICA Exam		
<input type="checkbox"/> CDEI Exam		

[Sample Degree Tracker](#)

(7) Professional Preparation Program Equivalency for Clinical Practice.

Commission approved professional preparation programs for the PK-3 Early Childhood Specialist Instruction credential shall recognize and grant equivalency for prior experience, as follows, and shall develop a clearly articulated process for granting such equivalency.

Response to PPC7 Feedback

Equivalency Option 1

Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction Credential candidates who meet both the requirements outlined in subsections (A) and (B) below shall be granted equivalency for at least 200 hours of the required clinical practice experience in a preschool (PK) or transitional kindergarten (TK) setting and may be granted equivalency for an additional 200 total hours of the required clinical practice experience in a PK or TK setting within the program of professional preparation. Such candidates must complete all other program requirements, including a clinical practice experience of at least 200 hours in a K-3 setting.

- (A) *Either hold a valid Child Development Permit at the Teacher level or higher or verify employment as a lead teacher in a Head Start program or a childcare and development center serving preschool-aged children.*

AND

- (B) *Verify six (6) years or more of satisfactory, full-time teaching experience as a lead teacher in a public or private center-based childcare and development program serving preschool-aged children that is either a license-exempt childcare and development center pursuant to California Health and Safety Code section 1596.792(o) or holds a license as defined in section 101152(l)(1), Article 1, Chapter 1, Division 12, of Title 22. Satisfactory teaching experience shall be verified by the public or private center-based childcare and development center. (Note: For the purposes of Equivalency Option 1, full time teaching is defined as a minimum of 3 hours per day). Verification shall include a statement by the employer confirming that the teacher's performance was rated satisfactory or better in the following areas (must include all):*
- *The use of developmentally appropriate teaching strategies for preschool-aged children.*
 - *The ability to establish and maintain developmentally appropriate standards and expectations for student behavior.*
 - *A demonstration of deep knowledge of early literacy, early mathematics, and other preschool subjects, and the use of developmentally appropriate teaching and learning approaches that engage students and promote student understanding.*
 - *An ability to plan and implement a sequence of appropriate learning activities, both teacher and child initiated.*
 - *An ability to evaluate and assess student learning outcomes.*
 - *An ability to communicate effectively with young children and their families/guardians.*

Equivalency Option 2

Candidates for the ECE Specialist Instruction Credential who have completed a practicum course at a regionally accredited institution of higher education, including a community college, shall be granted clinical practice equivalency for these hours commensurate with the number of hours served in the practicum course, up to a maximum of 200 hours, provided that **all** of the following conditions are met:

- a. *The practicum course is credit bearing and degree applicable towards a Teacher Level or higher level Child Development Permit or a degree in Early Childhood Education, Child Development, Child and Adolescent Development, Early Childhood Studies, or Human Development.*
- b. *The practicum hours completed were in a preschool or early childhood setting serving 3-4 year old children and included clinical practice experience that was supervised at minimum by a trained faculty member/instructor with expertise in Early Childhood and Child Development pedagogy who provided observation and feedback to the candidate.*

- c. The candidate earned a C or better on the practicum course. Courses earned with a “Pass,” or another designation deemed by the institution of higher education to be equivalent to a grade of “C” or higher are also acceptable.
- d. The candidate provides to the Commission-approved ECE Specialist Instruction program verification of the hours served through transcripts and other documentation as determined by the Commission-approved program.

Candidates who have completed **both** a verified work experience as outlined in Equivalency Option 1 above **and** a qualified practicum experience as outlined in Equivalency Option 2 above may be granted a maximum of 400 hours total commensurate with the number of hours served toward the clinical practice requirement and shall complete the remaining 200 hours of clinical practice in grades K-3 in the teacher preparation program.

Appropriate examples of Evidence:

1. Link to professional preparation program equivalency information within a handbook, website, or other authentic program documentation explaining the equivalency requirement for candidates and prospective candidates. This information should include eligibility requirements, a clear definition of what qualifies as full-time teaching experience, how the program allocates equivalency for candidates who have more than 6 years full-time lead teacher experience in early childhood **and** a list of acceptable documents.
2. Description of the clearly articulated process the program follows for granting equivalency, including submission, evaluation, verification of equivalency documents, and the individual, by position title, responsible for verifying this requirement is met.

The University of La Verne LaFetra College of Education has developed a [SMR evaluation system](#) using trained credential analysts to verify the educational experience of **Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction** credential candidates. Analysts will share equivalency options when candidates are admitted to the program. Candidates interested in equivalency may submit equivalency documentation to credential analysts prior to their student teaching application deadline. [Handbook](#). Page 22.

Note: Not required for PK-3 ECE Specialist Instruction Credential (PK-3 ECE)

- Subject Matter Requirement (CSET or equivalent)- students interested in meeting Subject Matter Requirements through alternative methods, must have completed and submitted an application for review to a credential analyst: [Alternative Subject Matter Requirement Form](#). CSET scores are **valid for ten (10) years**. More information on CSET exams, test dates, and scoring information can be found on the [CSET exam webpage](#).

Subject Matter Requirement for PK-3 ECE Specialist Instruction Credential (PK-3 ECE):

Candidates may meet this requirement in one of two ways:

1. Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in
 - Child Development,
 - Child and Adolescent Development,
 - Human Development,
 - Early Childhood Education,
 - Child and Family Studies,
 - Early Childhood Studies,
 - Human Development and Family Science,
 - Family Science, or
 - Child, Adolescent, and Family Studies.

OR

2. Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework completed at a regionally accredited institution of higher education, with a grade of C or higher, in early childhood education and/or child development.

*There is no CSET for this credential

Preconditions Specific to Interns

(1) Baccalaureate Degree Requirement.

Candidates admitted to intern programs must hold a baccalaureate degree or higher from a regionally accredited institution of higher education.

Appropriate examples of Evidence:

Link to admission requirements on program website, admission form/checklist, specific page in handbook, or other authentic program documentation that indicates that candidates admitted into the internship program must hold a baccalaureate degree or higher from a regionally accredited institution of higher education.

Response to IPPC1 Feedback

All candidates admitted into University of La Verne LaFetra College of Education internship programs, **including those pursuing a Preliminary PK-3 Early Childhood Education [ECE] Specialist Instruction credential** hold bachelor's degrees from regionally accredited institutions of higher education, or in the case of international students, its Commission-approved equivalent.

Internship requirements are noted on the [Intern Request Form](#)

(2) Demonstration of Subject Matter Competence.

The approved Preliminary PK-3 Early Childhood Specialist Instruction preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting, which may include one of the following two options:

- a) *Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies.*
- b) *Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.*

Appropriate examples of Evidence:

Link to admission requirements on program website, admission form/checklist, specific page in handbook, or other authentic program documentation that indicates the options for meeting subject matter and that candidates must have demonstrated the subject matter requirement competence prior to being recommended for the intern credential.

Response to IPPC2 Feedback

All candidates admitted into the University of La Verne LaFetra College of Education teacher internship programs demonstrate subject matter competence for the subject areas(s) in which the intern is authorized to teach. **The requirements are described in the Teacher Education [Handbook](#) Page 22.**

Note: Not required for PK-3 ECE Specialist Instruction Credential (PK-3 ECE)

- Subject Matter Requirement (CSET or equivalent)- students interested in meeting Subject Matter Requirements through alternative methods, must have completed and submitted an application for review to a credential analyst: [Alternative Subject Matter Requirement Form](#). CSET scores are **valid for ten (10) years**. More information on CSET exams, test dates, and scoring information can be found on the [CSET exam webpage](#).

Subject Matter Requirement for PK-3 ECE Specialist Instruction Credential (PK-3 ECE):

Candidates may meet this requirement in one of two ways:

1. Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in
 - Child Development,
 - Child and Adolescent Development,
 - Human Development,
 - Early Childhood Education,
 - Child and Family Studies,
 - Early Childhood Studies,
 - Human Development and Family Science,
 - Family Science, or
 - Child, Adolescent, and Family Studies.

OR

2. Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework completed at a regionally accredited institution of higher education, with a grade of C or higher, in early childhood education and/or child development.

*There is no CSET for this credential

Candidates meet with faculty members to verify subject matter competence during the admission process and advise them of their options:

Candidates may meet this requirement in one of two ways:

- (A) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in

- Child Development,
- Child and Adolescent Development,
- Human Development,
- Early Childhood Education,
- Child and Family Studies,
- Early Childhood Studies,
- Human Development and Family Science,
- Family Science, or
- Child, Adolescent, and Family Studies.

OR

- (B) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework completed at a regionally accredited institution of higher education, with a grade of C or higher, in early childhood education and/or child development.

*There is no CSET for this credential

If the requirement was not met at time of admission, it is listed as a Student Teaching prerequisites ([Handbook pg 13](#)) and [student teaching application](#).

✓ **Student Teaching Prerequisites Checklist**

EDUC 497/497A/497PK/SPED 497/SPED 497E: Introductory Supervised Teaching (7 weeks)

&

EDUC 498/498PK/SPED 498/SPED 498E: Advanced Supervised Teaching (8 weeks)

Student Teaching Application Deadline:

Spring- November 15th

Fall- July 15th

PK-3 Early Childhood Education Requirements	Multiple Subject Requirements	Single Subject Requirements
Courses		
<ul style="list-style-type: none"> ✓ EDUC 400PK ✓ EDUC 401PK ✓ EDUC 403PK ✓ EDUC 425PK ✓ EDUC 492PK ✓ GPA \geq 3.0 	<ul style="list-style-type: none"> ✓ EDUC 425 ✓ EDUC 426 ✓ EDUC 440 ✓ EDUC 441 ✓ EDUC 491 ✓ EDUC 492 ✓ GPA \geq 3.0 <p><u>Additional EDSP Courses</u></p> <ul style="list-style-type: none"> ✓ SPED 420 ✓ SPED 421 ✓ SPED 422 ✓ SPED 430 ✓ SPED 450 	<ul style="list-style-type: none"> ✓ EDUC 427 ✓ EDUC 428 ✓ EDUC 442 ✓ EDUC 443 ✓ EDUC 494 ✓ EDUC 495 ✓ GPA \geq 3.0
Assessments & Exams		
<ul style="list-style-type: none"> ✓ SMR Met* ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree
Other Prerequisites		
<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)

* Completion of 24 semester units or the equivalent quarter units of non-remedial, degree- applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

Credential analysts in the University of La Verne LaFetra College of Education verify that each candidate has met the appropriate subject matter requirement prior to EDUC 498PK, Advanced Supervised Teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a PK-3 setting or before becoming the teacher of record in a PK-3 setting.

(3) Preservice Requirement.

Each PK-3 ECE Specialist Instruction credential Intern program must include a minimum 120-clock hour (or the semester or quarter unit equivalent) preservice component which includes foundational content in the following:

- a) *State adopted student content standards and frameworks for early childhood education grades PK-3 (i.e., with [California's K-3 Student Content Standards](#) and [Frameworks](#) and the [Preschool Open PDF in current window](#), [Learning Foundations Open PDF in current window](#), and [Curriculum Framework](#) in the core curriculum areas for grades PK-3).*
- b) *General pedagogical strategies for PK-3 children, including classroom management and planning.*
- c) *Subject-specific pedagogy, as appropriate to content areas for children in PK-3 settings.*
- d) *Effective developmentally appropriate strategies in literacy and mathematics development for children in grades PK-3.*
- e) *Instruction in English Language Development for multilingual and English learner students.*

Appropriate examples of Evidence:

Link to the minimum 120 clock hour pre-service requirements in program website, specific page in handbook, admission form/ checklist, course descriptions, or other authentic program documentation that provides evidence of the preparation of interns in each of the listed pre-service components (a) – (e).

Response to IPPC3 Feedback

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, including the following courses:

- 1) [Education 425PK](#) – Language and Literacy (45 classroom hours + 20 outside of class hours emphasizing teaching English Language Learners)

This course includes:

- *State adopted student content standards and frameworks for early childhood education grades PK-3 (Content standards and frameworks are introduced in week 3. Students complete individual lesson plan, co-taught lesson plan, study guides, fieldwork hours and discussion posts to practice and demonstrate knowledge. ([425 Syllabus](#) pages [11-13](#)))*
- *General pedagogical strategies for PK-3 children, including classroom management and planning. (Classroom management and planning strategies are specifically explored in weeks 2-4, 9 and 15. Students complete management plan and article review, readings, individual lesson plan, co-taught lesson plan, study guides, fieldwork hours and discussion posts to practice and demonstrate knowledge. ([425 Syllabus](#) pages [11-13](#)))*
- *Effective developmentally appropriate strategies in literacy and mathematics development for children in grades PK-3. (The class centers on early literacy instruction, including aligned and developmentally appropriate strategies for reading, writing, speaking and listening. Students complete case study and article review, readings, individual lesson plan, co-taught lesson plan, study guides, fieldwork hours and discussion posts to practice and demonstrate knowledge.*

Fieldwork reflections, vignettes and online input also include an introduction to mathematics standards and pedagogy, which is covered in greater detail in EDUC 492PK. ([425 Syllabus](#) pages [11-13](#))

- *Subject-specific pedagogy, as appropriate to content areas for children in PK-3 settings.* (ELD, ELA and Math Content Standards/frameworks are specifically introduced in this course, along with aligned pedagogical practices, including a focus on literacy pedagogy for neurodiverse learners with a focus on addressing dyslexia. Students complete case study and article review, readings, individual lesson plan, co-taught lesson plan, study guides, vignettes, fieldwork hours and discussion posts to practice and demonstrate knowledge. ([425 Syllabus](#) pages [11-13](#))

2) [Education 426PK \(Pre-requisite\)](#) – Introductory Teaching Practices (45 classroom hours + 10 fieldwork hours emphasizing teaching English Language Learners)

This course includes:

- *State adopted student content standards and frameworks for early childhood education grades PK-3* (ELD and ELA standards are explored as noted during week 2 and week 5. Students complete Fieldwork, Soft Chalk Input, Strategy Presentation, Picture file assignment, ELD lesson and SDAIE lesson to practice and demonstrate knowledge. ([426 Syllabus](#) pages [5-6](#))
- *General pedagogical strategies for PK-3 children, including classroom management and planning.* (Culturally responsive pedagogy is explored as a foundational pedagogical frame throughout the course. Students complete Fieldwork, Soft Chalk Input, Strategy Presentation, ELD lesson and SDAIE lesson to practice and demonstrate knowledge. ([426 Syllabus](#) pages [5-6](#))
- *Instruction in English Language Development for multilingual and English learner students.* (Weeks 1-6 activities cover topics such as SIOP, SDAIE, ELD, ELPAC, Hidalgo's Levels of Culture and Language Acquisition as informed by Cummings, Collier & Thomas and Krashen. Students complete Fieldwork, Soft Chalk Input, Strategy Presentation, ELD lesson and SDAIE lesson, Picture file assignment, ELD lesson and SDAIE lesson as demonstrations of knowledge. ([426 Syllabus](#) pages [5-6](#))
- *Subject-specific pedagogy, as appropriate to content areas for children in PK-3 settings.* (ELD and ELA Content Standards and frameworks are specifically introduced in weeks 2 and 5. Students complete Fieldwork, Soft Chalk Input, Strategy Presentation, ELD lesson and SDAIE lessons to practice and demonstrate this knowledge. ([426 Syllabus](#) pages [5-6](#))

3) Classroom Management Workshop (3 classroom hours)

This workshop includes:

- *General pedagogical strategies for PK-3 children, including classroom management and planning.* (Students complete interactive, workshop strategies to develop their awareness of developmentally appropriate classroom strategies. Knowledge is demonstrated through the development of a classroom management plan.)

4) Internship Orientation (3 classroom hours)

This course includes:

- Overview or requirements and expectations and outlined in [Intern Request Form](#) and [Intern handbook](#).

These courses, [workshops and orientations](#) provide candidates with training in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners. [Requirements](#) are shared in the [Intern Request Form](#) and [Intern handbook](#).

(4) Professional Development Plan.

The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved PK-3 Early Childhood Education Specialist Instruction program of teacher preparation. The plan shall include all the following:

Provisions for an annual evaluation of the intern.

- a) A description of the courses to be completed by the intern and a plan for the completion of preservice or other clinical training, if any, including student teaching.*
- b) Additional instruction during the first semester of service, for interns teaching in preschool through third grade inclusive, in teaching methods and in inclusive settings for pupils with mild and moderate disabilities.*
- c) Instruction, during the first year of service for interns teaching children in bilingual classes, in the methods of teaching multilingual children.*

Appropriate examples of Evidence:

Link to an explanation of Professional Development Plan or blank Professional Development Plan located on program website, specific page in handbook, or other authentic program documentation that includes components (a) – (c), as applicable, to the intern program.

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) Biweekly observations by the University Supervisors.
- 2) Two 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.

Detailed in the University/District [MOU/Fieldwork Agreement](#) [Preliminary PK-3 Early Childhood Education \(ECE\) Specialist Instruction](#) credential specific content highlighted in yellow).

(a) *Provisions for an annual evaluation of the intern.*

Interns are evaluated at the end of each semester on all the Teacher Performance Expectations with a final [evaluation](#). The evaluation is completed by their University Supervisor and their Site-Supervisor.

(b) *A plan for the completion of preservice or other clinical training, if any, including student teaching.*

[Preliminary PK-3 Early Childhood Education \(ECE\) Specialist Instruction](#) credential candidates can become intern eligible after completing two credential courses and 30 hours of fieldwork. These courses prepare them to meet the needs of English Language Learners and in literacy instruction. Interns complete the fieldwork in collaboration with their University Supervisors.

- EDUC 426PK – Introductory Teaching Practices (Prerequisite)
- EDUC 425PK - Language and Literacy

Once students are intern-eligible, they complete three more courses in the credential program, along with 535 hours of University Supervisor supported fieldwork.

- 492PK Subject Specific Pedagogy- Math and Science (10 hours of fieldwork)
- 497PK Introductory Student Teaching (245 hours of student teaching)
- 498PK Advanced Supervised Teaching (280 hours of student teaching)

Interns are registered in the intern class ([EDUC 467](#)) while they are taking all credential courses. The intern class involves 8 observations by the University Supervisor and 2 by the Site Supervisor. Supervisors meet with interns for a minimum of a two-hour conference time. Interns complete an intern support log. Additional intern support includes weekly office hours by the intern course instructor. Interns are also invited to attend optional supports like RICA workshops, TPA seminars, classroom environment workshop, induction workshop, application and interview seminar.

All interns take final directed teaching (student teaching) in their final semester. In this course, interns are observed 10 times by their University Supervisor and 3 times by their site-supervisor. Candidates attend TPA seminars and office hour support for both TPA cycles. Candidates write an induction plan and receive mentoring on the plan from their University Supervisor.

(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.*

Intern teaching in kindergarten participate in child development modules their first semester in in the intern program. These modules include creating a positive learning environment for young children, evidence-based practices based on developmental levels, evaluating learner outcomes, and common supports for young students with disabilities.

Early Childhood modules: <https://iris.peabody.vanderbilt.edu/module/ecbm/>
<https://iris.peabody.vanderbilt.edu/module/env/>
https://iris.peabody.vanderbilt.edu/module/ebp_03/
<https://iris.peabody.vanderbilt.edu/module/rs/>

(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.*

Interns working in a bilingual classroom are required to be in the Bilingual Authorization program.

The following 3 courses are the requirements for the Bilingual Authorization.

- EDUC 434 Learning About Latino Cultures
- EDUC 435 Methodology for Primary Language Instruction in a Bilingual Environment
- EDUC 436 Bilingualism and Bilingual Education

Chart below shows the sequence of courses for interns in the BILA program:

Coordination of coursework with field experiences

Fall start	Fall	January	Spring	Summer	Fall	Spring
Course sequence	EDUC 425 /427 EDUC 426 /428 EDUC 435	(EDUC 435)	EDUC 440 /442 EDUC 441 /443 EDUC 434	EDUC 434 EDUC 436	EDUC 491 /494 EDUC 492 /495 EDUC 436	EDUC 497 EDUC 498
Units	8 units 3 units	(3 units)	8 units 3 units		6 units 3 units	12 units
Field experiences & student teaching	30 hours	7 Hours	30 hours	14 Hours	20 units	15 weeks (621 hours total)
Assessments						

Teacher education program in black

Bilingual Authorization program in red.

The Bilingual Authorization courses and the preliminary credential courses will be taken concurrently.

Candidates in the Bilingual Authorization program will have their fieldwork and student teaching placement in a bilingual classroom. This fieldwork and student teaching will be completed during the preliminary credential program.

(5) Supervision of Interns.

In all intern programs, the participating institution in partnership with the employing districts shall do the following prior to the intern teacher assuming daily teaching responsibilities:

- a) *Complete a signed Memorandum of Understanding between the Commission accredited program sponsor and the California employing agency detailing the support and supervision that will be provided.*
- b) *Identify a mentor for the intern teacher who possesses a valid, corresponding life or clear teaching credential and a minimum of 3 years of successful teaching experience.*

Additionally,

- c) *In all intern 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 for candidates without a valid English learner authorization.*
- d) *The intern program ensures that its partner employing district identifies an individual who is immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing children's language needs and documenting progress, and for support for the intern to language accessible instruction through in-classroom modeling and coaching as needed.*
- e) *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.*

Appropriate examples of Evidence:

- 1) Link to specific page of handbook, program website, or other authentic program documentation that explains components (b) – (e).
- 2) Link to the tracking sheet, program checklist, or other authentic program documentation used to verify the 144 hours, and additional 45 hours, of annual support and supervision of interns. If this information is housed in an internal database, screenshots can be provided.
- 3) For the purposes of Initial Program Review, provide a template of a planned Memorandum of Understanding (MOU), that details components (b) – (e). For currently Commission-approved PK-3 ECE credential programs in Years 1 and 4 of the accreditation cycle, provided a signed MOU that details components (b) – (e).

Response to IPPC5 Feedback

Personnel from each participating district and the university regularly supervise University of La Verne LaFetra College of Education interns. [A sample of the form that is used to track required hours and supervision, and is housed on an internal database is included below.](#)

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. [This process is detailed for candidates in the Intern Handbook and Intern Request Form.](#) [Policies for hiring districts, including salary requirements for interns are outlined in the District MOU/Fieldwork Agreement](#)

Elements b and c are specifically called out on page 3 of the [Intern request form](#).

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 core subjects for at least 2 periods each day in a 6-8 middle school setting as a self-contained classroom. (Subjects: Math, Language Arts, Social Science or Science) ○ A Mild/Moderate position must be the Mild/Mod teacher of record in a variety of structures: self-contained classroom, resource teacher or the Mild/Mod teacher in an inclusive classroom.

Element D is discussed on page 6 (below) of the [District MOU/Fieldwork Agreement](#).

12. Placement Site Supervisors. In accordance with the specific terms of the applicable letter agreement, District and/or Placement Site, will designate in writing Placement Site Supervisors to supervise the learning experiences of the Students, and will designate in writing at least one person to serve as contact with University personnel to assure mutual participation in and review of the Fieldwork Program and Student progress. Placement Site will notify appropriate University program in writing of any change or proposed change of the Placement Site Supervisor or designated contact person.

Programs as used herein and elsewhere in this agreement means active participation in the duties and functions of either classroom teaching, fieldwork experiences, practicum experiences, supervised teaching, or directed teaching, 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. For interns in the classroom, the site-support provider should assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing children's language needs and documenting progress, and for support for the intern to language accessible instruction through in-classroom modeling and coaching as needed.

Element E is specifically noted on page 8 of the [District MOU/Fieldwork Agreement](#).

14. Intern Salary 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.

Completion of 189 hours and weekly supervisor visits are documented on the following [internal](#) form:

Candidate	Name:		Month:	Description Codes
Date	Overall Support	EL Support	TOTAL HOURS	Description of Support
	0.0	0.0	0.0	Support provided by district employed supervisor or employing district
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	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	Support provided by university supervisor or university
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	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	Support specific to the needs of English Language Learners
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	0.0	0.0	0.0	
	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	
	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	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	
Total	0.0	0.0	0.0	Approved By:

(6) Assignment and Authorization.

The program understands and communicates to the intern the scope of the authorization for the PK-3 ECE Specialist Instruction intern credential. The institution stipulates that the intern's services meet the instructional or service needs of the participating districts.

Appropriate examples of Evidence:

1. Link to specific page of handbook, program website, or other authentic program documentation that explains to interns the scope of the authorization of the credential.
2. Copy of signed MOU/MOU template used with district that states that the interns' services meet the instructional or service needs of the participating district(s).

Response to IPPC6 Feedback

Personnel from each participating district authorize University of La Verne LaFetra College of Education interns to assume the functions that are authorized by the regular standard credential. Expectations for interns are shared in the Intern [Handbook](#) University, and with hiring districts in the [District MOU/Fieldwork Agreement](#). The scope of the intern experience is also outlined for potential interns in the [Intern Request Form](#)

(7) Participating Districts.

Participating districts are California public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved.

Appropriate examples of Evidence:

Provide a list of the school districts or county offices of education in which interns serve

Response to IPPC7 Feedback

The University of La Verne LaFetra College of Education places its interns only in public school districts or county offices. [List of Districts with Signed MOUs](#)

(Note, this list includes all participating districts – for both interns and student teaching, and is reviewed annually. Interns are only places in public school districts or county offices with valid agreements.)

Link to [Intern Request Form](#) The following details the requirements:

Partnering School District, School, School-Site Support Provider, and Position Requirements
Partnering School District and School <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.

(8) Length of Validity of the Intern Certificate.

Programs must communicate to interns that each PK-3 ECE Specialist Instruction intern certificate will be valid for a period of two years.

Appropriate examples of Evidence:

1. Link to specific page of handbook, program website, or other authentic program documentation that explains to interns the length of validity of the intern certificate.
2. Copy of MOU(s) with partnering district(s) that includes length of validity of the intern certificate

Response to IPPC8 Feedback

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. [This process is outlined for interns on the Intern Request Form](#)

[Participating districts are notified of the length of validity of the intern certificate through the MOU process.](#)

[Sample MOU/Fieldwork Agreement \(page 2\)](#)

Under this contract, the District shall provide intern experiences for the Multiple and Single Subject credential program, PK3* credential program, Education Specialist program, Educational Counseling program, School Psychology program, and the Administrative Services program. The University of La Verne stipulates that the intern's services meet the instructional or service needs of the district. As part of the intern placement process, University of La Verne and participating districts certify that interns do not displace certificated employees in participating districts.

*Interns earning a PK3 credential are required to complete a minimum of 200 hours in a PK/TK placement and a minimum of 200 hours in K-3.

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.

[List of Districts with Signed MOUs](#)

(9) Non-Displacement of Certificated Employees.

The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

Appropriate examples of Evidence:

1. Link to specific page of handbook, program website, or other authentic program documentation that states that interns may not displace certificated employees.
2. Copy of MOU with district(s) that certifies that interns may not displace certificated employees.

Response to IPPC9 Feedback

The University of La Verne LaFetra College of Education and its participating districts do not displace certificated employees with interns. [Districts who employ interns from the University of La Verne acknowledge this commitment through our MOU process.](#)

[Sample MOU/Fieldwork Agreement](#) (page 2)

Under this contract, the District shall provide intern experiences for the Multiple and Single Subject credential program, PK3* credential program, Education Specialist program, Educational Counseling program, School Psychology program, and the Administrative Services program. The University of La Verne stipulates that the intern's services meet the instructional or service needs of the district. As part of the intern placement process, University of La Verne and participating districts certify that interns do not displace certificated employees in participating districts.

*Interns earning a PK3 credential are required to complete a minimum of 200 hours in a PK/TK placement and a minimum of 200 hours in K-3.

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.

[List of Districts with Signed MOUs](#)

(10) Justification of Intern Program.

When an institution submits a program for initial or continuing accreditation, the institution must explain why the intern program 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.

Appropriate examples of Evidence:

Letters of support from partnering district(s) regarding the availability of qualified certificated persons holding the credential in their districts that justify the intern program.

Response to IPPC10 Feedback

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.

Sample letters of support:

Joy Springer, Ed.D.	Executive Director, Educator Support and Effectiveness, Ventura County Office of Education Letter of Support
Stephanie Ceminsky, Ed.D.	Director of Early Learning Programs, San Diego Unified School District Letter of Support

(11) Bilingual Language Proficiency.

Intern programs must verify that candidates who are dually enrolled in a Bilingual Authorization program have attained a language proficiency level in listening, speaking, reading, and writing the target language that is equivalent to the passing standard on the appropriate CSET: World Languages language examination prior to recommending for the intern credential. This performance level is set at a minimum of ACTFL Advanced-Low for Western languages and ACTFL Intermediate-High for non-Western languages. Programs must submit evidence to the Commission which demonstrates how the program ensures that candidates meet the requirement. Reference: Education Code Section 44325(c)(4).

This precondition is applicable only for programs that have been approved to offer a Bilingual Authorization program. Programs not approved to offer a Bilingual Authorization program may not place candidates in bilingual settings.

Appropriate examples of Evidence:

1. Link to program website or candidate handbook with program requirements indicating that language competence must be met prior to being recommended for the intern credential for candidates who are dually enrolled in a bilingual authorization and intern program.
2. Program checklist or equivalent that demonstrates how and when the program verifies the candidate has met the language competence requirement.

Response to IPPC11 Feedback

In addition to all outlined intern requirements, intern candidates at the University of La Verne who are also pursuing bilingual authorization must complete additional requirements before beginning classroom teaching. These requirements, copied below, are noted in the [TE Handbook](#) (page 15). They are verified upon submission of the [Intern Request Form](#)

Additional Internship Requirements for Bilingual Authorization Candidates

EDUC 434 Learning About Latino Cultures	(3)
EDUC 435 Methodology for Primary Lang. Inst. in a Bilingual Environment	(3)
EDUC 436 Bilingualism & Bilingual Education	(3)
EDUC 593 Assessment & Research for Educators	(3)

Bilingual Teaching Authorization participants must complete their internship in a bilingual classroom. This assignment also requires demonstration of Spanish proficiency by a passing score on CSET: Spanish subtest III (test code 147) or a passing grade in SPAN 414 Spanish Composition & Advanced Grammar¹

¹SPAN 414 Spanish Composition & Advanced Grammar at the University of La Verne is an alternative to the CSET: Spanish exam is pending CTC approval at the time of this update. Students should contact their advisor for an update on this requirement.