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A. Addition to Academic Organization (p. 8 of the 2019-2020 Catalog)

Regional and Online Campuses (ROC)

Nelly Kazman, Interim Dean

The Regional and Online Campuses provide teaching credentials, associate, bachelor and master degrees designed to meet the needs of the Adult Learner at a wide variety of locations and through transformative programs delivered in traditional, hybrid, and online formats.

Full description: <https://laverne.edu/roc/>
(909) 448-4949

B. Addition to Proof of English Proficiency for International Admission (p.19 of the 2019-2020 Catalog)

3. Proof of English Proficiency: Applicants must establish minimum proficiency in English by submitting one of the following:

- A minimum score of 80 iBT/550pBT on the Test of English as a Foreign Language (TOEFL) with acceptable minimum bandwidth scores
- A minimum score of 460 on the Evidence-based Reading and Writing Section of SAT
- A minimum score of 19 on the English section of the ACT
- A minimum score of 6.5 on the International English Language Testing System (IELTS) with acceptable minimum bandwidth scores
- A minimum of 176 on the Cambridge English Exam (CAE)
- A minimum of 53 on the Pearson Test of English Academic (PTE)
- Completion of the equivalent of RCS 110 (English composition) with a grade of C or better
- Successful completion of ELS Language Centers level 112
- A minimum score of 105 on the Duolingo English Test (DET)

C. VA Pending Payment Compliance Policy (p. 37-38 of the 2019-2020 Catalog)

VA Pending Payment Compliance Policy: In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment
- Assess a late penalty fee to the student
- Require the student to secure alternative or additional funding (if covered 100% by VA funding)
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students are required to:

- Produce the VA Certificate of Eligibility (COE) or 1905 by the first day of class.
- Complete the electronic VA Benefits Certification form or submit a written request.
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

D. Military Tuition Assistance Refund Policy

(p. 37-38 of the 2019-2020 Catalog)

Military Tuition Assistance (TA) Refund Policy: The Department of Defense memorandum of understanding requires that the university “have an institutional policy that returns any unearned Tuition Assistance (TA) funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.” In accordance with that requirement, the university TA funds return policy is as follows:

Schedule:

8 Week Course: withdrawal submitted	
Day 1-5	100% Return
Day 6-12	75% Return
Day 13-19	50% Return
Day 20-34	40% Return (60% of course is completed)
Day 35+	0% Return

10 Week Course: withdrawal submitted	
Day 1-9	100% Return
Day 10-16	75% Return
Day 17-23	50% Return
Day 24-37	40% Return (60% of course is completed)
Day 38+	0% Return

16 Week Course: withdrawal submitted	
Day 1-9	100% Return
Day 10-16	75% Return
Day 17-23	50% Return
Day 24-37	40% Return (60% of course is completed)
Day 38+	0% Return

If the duration of a course differs from the schedule above:

Unearned TA funds will be returned on a prorated basis, depending on the length of the course. To determine the amount of TA that needs to be returned, the institution will determine the date the withdrawal was submitted and then divide that by the number of days in the term to determine the percentage of TA that was earned by the student.

For example, if a student enrolls in a course with a duration of 30 days and the withdrawal was submitted on the 14th day, the institution would perform the calculation to determine how much TA was earned by the student's attendance: (14 divided by 30 equals 46.6%. 47% of the TA authorized was earned by the student, which means 53% of what was authorized will be returned to the DOD)

E. Clarification of Course Overload Policy (p. 51 of the 2019-2020 Catalog)

Course Overloads: Students who receive permission to take 19 semester hours must submit an appeal form to the Office of the Registrar. Once the appeal to enroll in 19 semester hours is approved and the student has paid the appeal fee, the Office of the Registrar staff will increase the maximum semester hours allowed to permit the student to register. Note: students who are taking the course overload in residence at the University of La Verne will be charged for the additional semester hour(s).

F. Clarification of Culminating Activity Requirement (p. 91 and 160 of the 2019-2020 Catalog)

(p. 91)

Senior Seminar/Culminating Activity: All undergraduate students of the University of La Verne must register for and complete their major/concentration senior seminar or major-designated culminating course in residence at the University of La Verne.

(p. 160)

Advancement to Candidacy: Master's Degree Programs: 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. The culminating activity is defined as a program designated capstone requirement for each degree program which students usually, but not always, register in their final term of enrollment. The culminating activity, as published in the catalog and designated by each degree program, must be completed in order for the student's degree to be conferred.

G. Revision of Conditions for Acceptance of Graduate Transfer Credit (p. 152-153 of the 2019-2020 Catalog)

There is a limit of six semester hours which may be transferred into 30-35 semester hour degree programs. A limit of 12 semester hours may be transferred into a master's program requiring 36 to 59 semester hours. Master's degree programs which require 60+ units may transfer in a maximum of 25% of the program total. Doctoral programs may transfer in a maximum of 12 units. (A quarter hour counts as two thirds of a semester hour.)

H. Changes to Computer Science and Computer Engineering Department (p. 118 and 138 of the 2019-2020 Catalog)

(p. 118)

COMPUTER SCIENCE AND COMPUTER ENGINEERING Department

Computer Science — B.S.

Department Chairperson: Seta Whitby

Regular Faculty: Ahmad Abu Shanab, Ray Ahmadnia, Jozef Goetz, Seta Whitby

Adjunct Faculty: Patrick Brady, Leigh Buchwald, Kayhosrow Daraei, Sara Hariri, Mohammad Muqri, Samuel Son

This major requires a minimum of **48 semester hours**. Students are required to complete the core requirements, select at least one concentration (engineering, information science, internet programming, or software), and a minimum of two elective courses, as well as satisfy the supportive requirements. Students may select certificates in System Engineering or in Web and Internet Applications Development (see UNDERGRATE & GRADUATE CERTIFICATES section).

(p. 138)

E-Commerce — B.S.

Program Chair: Seta Whitby

The major requires a **minimum of 48 semester hours** of core, concentration (either A or B) and elective courses. In addition, students must satisfy the supportive requirements as well. This interdisciplinary program is jointly offered by the Computer Science and Computer Engineering Department and by the College of Business and Public Management to prepare students for careers in electronic commerce.

I. Changes to Marriage and Family Therapy MS (p. 164-167 of the 2019-2020 Catalog)

Marriage and Family Therapy – M. S.

Program Length Part-Time: 4.5 Years

Program Length Full-Time: 3 Years

Program Chair: Amy Demyan

Fieldwork Coordinator: Yesim Keskin

The MS in Marriage and Family Therapy (MFT) trains students to become therapists to meet the psychological needs of families, couples, and children in a changing society. It combines theoretical

training with practical experiences to prepare students for professional counseling careers emphasizing the best practices Recovery Model. General systems theory provides the theoretical foundation for the MFT program, and students are exposed to a range of theoretical orientations that reflect a systems perspective. In California, completion of this program fulfills all of the academic requirements of the Board of Behavioral Science (BBS) for licensure in California as a Marriage and Family Therapist, as well as the academic requirements for California Community College counseling and instructor positions. The program also meets statutory requirements for the Licensed Professional Clinical Counselors (LPCC) license. Those planning to apply for the LPCC, in addition to the degree plan of classes, must complete PSY 514 Career Counseling.

Admission requirements:

The graduate psychology programs participate in a Centralized Application Service (PSYCAS). Applications are accepted beginning in September each year. All MFT applicants must have their applications completed by March 1st to be considered for admission in the fall.

- 1) Completed PSYCAS application.
- 2) A bachelor's degree with the following three courses: general psychology, abnormal psychology, and psychological research methods/experimental psychology. The undergraduate course work will be evaluated on an individual basis for its currency and appropriateness to the graduate program. In exceptional circumstances, applicants missing select courses may be admitted with stipulations, at the program's discretion.
- 3) An overall undergraduate GPA of 3.0. Applicants with a GPA below 3.0 may be considered with additional requirements.
- 4) Completion of a 3-page statement of purpose and a 3-page autobiography.
- 5) A current résumé.
- 6) Three letters of recommendation from professors and colleagues who are familiar with the applicant's academic and professional abilities, potential, and appropriateness for the counseling profession. At least one letter should be from a professor.
- 7) Applicants are strongly encouraged to have at least one year of volunteer or paid experience working with families, children, couples, or individuals.
- 8) An on-campus interview.
- 9) Completion of an academic assessment exam. With the program chair's permission, a student may be eligible to enroll in up to six semester hours of graduate coursework prior to being admitted into the MFT program.

Professionalism

MFT students' professional conduct and attitude should reflect an understanding of professional ethics codes, such as those set forth by the **American Association for Marriage and Family Therapy (AAMFT)** and the California Association of Marriage and Family Therapists (CAMFT). The MFT program is a professional training program and as a result students are expected to consistently demonstrate professional behavior; this is counted toward participation grades in each course.

This includes but is not limited to:

- Being on time: to class and with assignments
- Respectful interactions with students and faculty
- Proactive engagement in the learning process and assignments
- Being organized and prepared

- Managing paperwork and technology effectively
- Managing personal crises effectively
- Managing personal information (own and others') appropriately

Participation and Attendance. This program requires regular and prompt attendance to each class meeting. You are also required to participate in classroom exercises and discussion. Students with more than one excused absence or any non-excused absence will have points deducted from their course grade; the percent deduction will be determined by the reason for absence and the student's manifested responsibility regarding the absence.

Classroom Conduct, Behavior Standards, and Ethics. Professionals in the field of counseling are governed by a number of ethical principles. Students in the MFT program are expected to follow such principles. Students should be aware that evaluations will consider personal suitability for the field and professional development. Classroom conduct, behavioral standards, and ethical behavior will be considered in this evaluation. Failure to display appropriate behaviors in each of these areas may result in dismissal from the program.

Note: Serious problems with professional conduct will increase the weight of the participation grade in any required course up to 100%; students in this situation may be withheld or removed from the program due to serious conduct concerns.

Academic Progress

The program adheres to the grading policies stated in the current University of La Verne catalog. It should be noted that grades of B- or better are required for successful completion of the MFT program. Students earning grades lower than B- will be required to retake these classes if they are required for the MFT degree. In addition, students must maintain a cumulative GPA of 3.0 in order to maintain normal academic progress and good standing in the program.

Time Limitation

All requirements for the master's degree are to be completed within five years from the time of first course registration post admission for the MFT program at the University of La Verne. Appeals for extension of time limitations must be made in writing to the Graduate Appeals Committee.

Program Candidacy

All students are admitted into the program under a pre-candidacy status. After the completion of PSY 512, 516, 517, and 527, all students become eligible for candidacy status and are evaluated by the following criteria: GPA of 3.0 or above, a passing score on the Competency Examination (PSY 595), and demonstrated personal suitability for the counseling profession. Occasionally, students may receive provisional candidacy status in which certain conditions must be completed before they can receive candidacy status. In some instances, students may be denied candidacy and will be discontinued from the program. All students must receive candidacy status in order to complete the program.

During their coursework in the program, students continue to be evaluated for demonstrated suitability to the program and the counseling profession. Occasionally, discontinuation of a student from the program may occur, even after the conferring of candidacy status, if the student's personal or professional behavior does not continue to meet minimum professional and/or academic standards.

Personal Psychotherapy

The program believes that students entering the counseling profession benefit professionally, personally, and academically from experiencing personal psychotherapy, and believes that psychotherapy is a necessary training experience for counseling professionals. Therefore, all students enrolled in the MFT program are required to complete a minimum of 10 hours of personal psychotherapy during their year of fieldwork placement (PSY 580 & 581). Students should design a treatment plan for program approval with their fieldwork instructor. Students must complete 5 (five) hours of personal therapy by the end of PSY 580 to earn academic credit for that class and must complete all 10 (ten) required hours by the end of PSY 581 in order to receive credit for that course. The therapy may include individual, couple, family, or group therapy, depending on the individual student's issues and preferences.

Competency Exam

The Competency Exam (PSY 595) is a program requirement that must be completed in order to be eligible to begin the fieldwork experience. For students in the MFT program, the exam is based upon, and occurs after successful completion of PSY 512, 516, 517, and 527. The exam is scheduled in June each year. All conditions of admission must be completed, and the student must be making satisfactory progress in the program, in order to sit for the exam. Students should complete the competency exam after all graduate level pre-requisites are completed but prior to the start of the 30th semester hour. Exceptions to this must be approved by the Program Chair in writing.

Advanced Standing

Students must receive Advanced Standing in order to enroll in Graduate Seminar (PSY 596), the culminating activity for students in the MFT program. Students are eligible to apply for Advanced Standing when they have completed 43 semester hours. Students must have completed all stipulations of admission, have passed the competency exam, be in Good Standing, and have attained a minimum GPA of 3.0 for all work applicable in the degree program in order to apply for Advanced Standing. To apply for Advanced Standing, students must submit an application for Advanced Standing with the approval of their academic advisor/program chair along with an Application for Graduation (with graduation fee) to the Office of Graduate Academic Services. Approval for Advanced Standing can take 2-3 weeks to complete.

Leave of Absence

Students are expected to participate in coursework each semester until degree completion. A student who finds it necessary to interrupt his or her studies and desires to return should contact the Program Chair to request a leave of absence. With a Leave of Absence, a student may be absent from the University of La Verne for no more than two semesters without reapplying for admission. Students absent during a Fall or Spring semester without an approved Leave of Absence will be considered withdrawn.

Total Program: 61 semester hours

PSY 502	Research Methods in Counseling	(3)
PSY 507	Human Development	(3)
PSY 522	Group Counseling	(3)
PSY 523	Multicultural Counseling	(3)
PSY 527	Professionalism, Ethics, and Law in Counseling	(3)

PSY 595	Competency Exam	(0)
PSY 506	Human Sexuality	(1)
PSY 509	Psychological Testing	(3)
PSY 512	Clinical Psychopathology	(3)
PSY 516	Counseling Theories & Skills I	(3)
PSY 517	Counseling Theories & Skills II	(3)
PSY 518	Family Therapy	(3)
PSY 519	Couples Therapy	(3)
PSY 521	Child Therapy	(2)
PSY 528	Substance Abuse Counseling	(3)
PSY 530	Violence & Abuse in Family Systems	(2)
PSY 534	Psychopharmacology	(3)
PSY 536	Counseling Older Adults	(1)
PSY 542	Working with Clients' Anger Issues	(1)
PSY 543	Grief and Loss Counseling	(1)
PSY 544	Trauma Focused Treatment	(1)
PSY 545	Working with Anxiety Disorders	(1)
PSY 550	Community Mental Health Counseling	(3)
PSY 580	Supervised Fieldwork in Marriage, Family, and Child Therapy I	(3)
PSY 581	Supervised Fieldwork in Marriage, Family, and Child Therapy II	(3)

Culminating Activity: 3 semester hours

PSY 596	Graduate Seminar	(3)
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**J. Changes to Doctor of Education in Organizational Leadership
(p. 199-200 of the 2019-2020 Catalog)**

Program Chairperson: Rich Whitney

Regular Faculty: Shari Fox, MD Haque, Sunny Liu, Ron Hallet, Yvette Latunde, Rich Whitney

Program Length: 3 Years

The Doctor of Education in Organizational Leadership Program (Ed.D.) is designed for the professional who wishes to pursue a doctoral degree while continuing his or her career. The program mission is to develop scholarly practitioners as leaders and architects of change who make significant contributions to the organizations and communities they serve. The focus of the program is to apply leadership theory to practice through relevant and experiential learning.

Admission Requirements: Applicants will be evaluated by the department admissions committee using the following measures:

- An earned bachelor's degree from a regionally accredited university (Transcripts must be submitted)

- An earned Masters Degree (post undergraduate) from a regionally accredited university with a minimum of a 3.0 GPA in all work leading to the degree (Transcripts must be submitted)
- Personal Statement addressing the following: (1) Why you are interested in pursuing a doctorate in Organizational Leadership? (2) How do you see your own leadership potential with regard to being a scholar/practitioner? (3) Explain where you have the opportunity to apply theory to leadership practice in an organization? (Please limit your statement to 1,500 words max)
- A completed application with application fee
- Two letters of recommendation addressing the candidate's academic capability to complete a doctoral program
- A curriculum vitae or resume

Total Program: 54 semester hours

The Ed.D. program is delivered through a blended delivery of on-site in person practicums and virtual coursework. Students attend, in person, on-site practicums twice per semester. The annual calendar of practicums is available from the program office. The balance of the credit hours and assignments are delivered virtually (e.g., webinars, asynchronous work, etc). In addition, students participate in a learning group in their geographical area. The program requires a time commitment of three years with 3 courses each semester (9 units), two organizational leadership courses and one research course per semester.

The organizational leadership sequence is 12 courses over three years that may be taken for credit or for a grade. Each course integrates leadership theory, skill development, and practice in the field. Examples of content include leadership theory, change, coaching, communication, diversity, innovation, systems thinking, and teamwork. The research sequence is 6 courses over three years. Four courses provide students with a foundation in qualitative and quantitative research. Students complete these four research courses sequentially during the first two years. The remaining 2 research courses are completed during the dissertation process in the third year.

Year 1

Fall Semester

ORGL 611	Personal Leadership	(3)
ORGL 615	Social Theory, Equity and Justice	(3)
ORGL 684A	Research Literacy	(3)

Spring Semester

ORGL 613	Classic and Contemporary Leadership Theories and Approaches	(3)
ORGL 617	Ethical Leadership	(3)
ORGL 684B	Introduction to Dissertation Research	(3)

Year 2

Fall Semester

ORGL 623	Leadership and Decision Making	(3)
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ORGL 634	Organizational Development and Change	(3)
ORGL 686A	Approach to Research Design & Analysis	(3)

Spring Semester

ORGL 633	Leader as Change Agent	(3)
ORGL 625	Culturally Proficient & Equitable Leadership	(3)
ORGL 686B	Developing a Research Proposal	(3)

Year 3

Fall Semester

ORGL 622	Team Dynamics	(3)
ORGL 641	Writing for Research	(3)
ORGL 698A	Dissertation in Organizational Leadership I	(3)

Spring Semester

ORGL 635	Leading Program Development for Creativity & Innovation	(3)
ORGL 642	Advancing Research to Publication	(3)
ORGL 698B	Dissertation in Organizational Leadership II	(3)

*Students who do not complete the dissertation within the three years of coursework must continuously enroll in the Dissertation in Organizational Leadership course (continuous enrollment) each semester up to the eight-year time limit for the completion of the degree.

K. Changes to Teaching Preparation Programs (p. 190-196 of the 2019-2020 Catalog)

MASTER OF ARTS IN TEACHING

Program Chairperson: Jessica C. Decker

Regular Faculty: Valerie Beltran, Christian Bracho, Anita Flemington, Akida Kissane-Long, Marga Madhuri, Anamarie Mangahas, Mark Matzaganian, Lanney Mayer, David Perry, Justi Saldana, Joy Springer, Gary Stiler, Nancy Walker, Mike Woessner

Teaching Multiple Subject – M.A.

Teaching Single Subject – M.A.

Option 1 (Teaching & Learning) Program Length – 2 years

Option 2 (Educational Technology) Program Length – 3 years (**Central Campus Only**)

Option 3 (Teacher Leadership) Program Length – 3 years (**Central Campus Only**)

Option 4 (Special Education) Program Length – 3.5 years (**Central & Kern County Campuses Only**)

Option 5 (Child Development) Program Length – 3 years (**Central Campus Only**)

This program is designed for students wishing to earn their multiple or single subject teaching credential and culminates in a master's degree. Earning a credential takes several steps. Following

entry 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. 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 multiple and single subject 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:

- Application and personal interview
- Writing competency assessment
- Statement of Purpose
- TB clearance
- Verification of passing score on CBEST
- Application for Certificate of Clearance or copy of Substitute Teaching Permit
- Completed a bachelor's degree from a regionally accredited college or university
- GPA of 2.75 overall
- Three letters of recommendation
- Verification of CSET registration or Subject Matter Competency Program Waiver

Sequence of Courses – Master's Core Coursework (45 semester hours):

The core coursework in the Master's program is combined with the core coursework from the credential courses to create a continuum of learning. Students can select from a variety of options (listed below) for their core coursework in the Master's program. These options are designed to give students the opportunity to explore various content areas and gain introductory-level exposure to other disciplines within the field of education.

Option 1 – Teaching and Learning:

This degree program is designed for students who seek a focus on current issues in the field of education and skills for action research. It is practical in nature and culminates in a project or paper structured to help teachers improve their instructional and leadership abilities.

Core Courses: 12 semester hours

EDUC 501	Educational Assessment	(3)
EDUC 504	Research Methods	(3)
EDUC 590	Issues in Teaching	(3)
EDUC 594	Thesis	
	OR	
EDUC 596	Graduate Seminar	(3)

Area of Concentration: 33 semester hours

Selected from the credential coursework listed below.

Multiple Subject Candidates only:

EDUC 425	Language and Literacy, Multiple Subject	(4)
EDUC 426	Introductory Teaching Practices, Multiple Subject	(4)
EDUC 440	Intermediate Teaching Practices, Multiple Subject	(4)
EDUC 441	Advanced Teaching Practices, Multiple Subject	(4)
EDUC 491	Subject Specific Pedagogy – History, PE, and Visual/Performing Arts	(4)
EDUC 492	Subject Specific Pedagogy – Math and Science	(4)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(6)

Single Subject Candidates only:

EDUC 427	Language and Literacy, Single Subject	(4)
EDUC 428	Introductory Teaching Practices, Single Subject	(4)
EDUC 442	Intermediate Teaching Practices, Single Subject	(4)
EDUC 443	Advanced Teaching Practices, Single Subject	(4)
EDUC 494A-J*	Subject Specific Pedagogy (*Must enroll in your content area)	(4)
EDUC 495	Foundations in Teaching Single Subject	(4)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(6)

Option 2 – Educational Technology (Central Campus Only):

This degree program is designed for students who seek a focus on technology. The program emphasizes teaching, pedagogy, theory, tools, resources, and applications used in traditional classrooms and flipped instruction classrooms. The program culminates in a project structured to help teachers implement technology in meaningful ways throughout the educational system.

Core Courses: 12 semester hours

EDTC 551	Learning Theory and Technology as New Literacy	(3)
EDTC 552	Instructional Design and Mobile Learning Applications	(3)
EDTC 553	Student Directed Learning and Collaborative Communities	(3)
EDTC 554	Authentic Assessment and Research Practicum	(3)

Area of Concentration: 33 semester hours

Selected from the credential coursework listed below:

Multiple Subject Candidates only:

EDUC 425	Language and Literacy, Multiple Subject	(4)
EDUC 426	Introductory Teaching Practices, Multiple Subject	(4)
EDUC 440	Intermediate Teaching Practices, Multiple Subject	(4)
EDUC 441	Advanced Teaching Practices, Multiple Subject	(4)

EDUC 491	Subject Specific Pedagogy – History, PE, and Visual/Performing Arts	(4)
EDUC 492	Subject Specific Pedagogy – Math and Science	(4)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(6)

Single Subject Candidates only:

EDUC 427	Language and Literacy, Single Subject	(4)
EDUC 428	Introductory Teaching Practices, Single Subject	(4)
EDUC 442	Intermediate Teaching Practices, Single Subject	(4)
EDUC 443	Advanced Teaching Practices, Single Subject	(4)
EDUC 494A-J*	Subject Specific Pedagogy (*Must enroll in your content area)	(4)
EDUC 495	Foundations in Teaching Single Subject	(4)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(6)

Option 3 – Teacher Leadership (Central Campus Only):

This degree program is designed for students who seek a focus on teacher leadership. The program emphasizes teaching, coaching, and collaboration with colleagues to implement research supported practices that enhance student success. The program culminates with a capstone research project.

Core Courses: 12 semester hours

EDLD 570	Curriculum, Instruction, and Assessment	(3)
EDLD 572	Foundations of Educational Leadership	(3)
EDLD 573	Contemporary Issues in California Schools	(3)
EDUC 593	Research and Assessment	(3)

Area of Concentration: 33 semester hours

Selected from the credential coursework listed below:

Multiple Subject Candidates only:

EDUC 425	Language and Literacy, Multiple Subject	(4)
EDUC 426	Introductory Teaching Practices, Multiple Subject	(4)
EDUC 440	Intermediate Teaching Practices, Multiple Subject	(4)
EDUC 441	Advanced Teaching Practices, Multiple Subject	(4)
EDUC 491	Subject Specific Pedagogy – History, PE, and Visual/Performing Arts	(4)
EDUC 492	Subject Specific Pedagogy – Math and Science	(4)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(6)

Single Subject Candidates only:

EDUC 427	Language and Literacy, Single Subject	(4)
EDUC 428	Introductory Teaching Practices, Single Subject	(4)

EDUC 442	Intermediate Teaching Practices, Single Subject	(4)
EDUC 443	Advanced Teaching Practices, Single Subject	(4)
EDUC 494A-J*	Subject Specific Pedagogy (*Must enroll in your content area)	(4)
EDUC 495	Foundations in Teaching Single Subject	(4)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(6)

Option 4 – Special Education (Central & Kern County Campuses Only):

This degree program is designed for students who seek a focus on special education. The program emphasizes working with learners with mild/moderate special education needs and the structures that can be utilized to support such students. The program culminates with a capstone research project.

Core Courses: 12 semester hours

SPED 502	Disabilities/Bio-Neurology	(3)
SPED 504	Current Issues Policies SPED	(3)
SPED 505	Advanced Positive Behavior	(3)
EDUC 593	Research and Assessment	(3)

Area of Concentration: 33 semester hours

Selected from the credential coursework listed below:

Multiple Subject Candidates only:

EDUC 425	Language and Literacy, Multiple Subject	(4)
EDUC 426	Introductory Teaching Practices, Multiple Subject	(4)
EDUC 440	Intermediate Teaching Practices, Multiple Subject	(4)
EDUC 441	Advanced Teaching Practices, Multiple Subject	(4)
EDUC 491	Subject Specific Pedagogy – History, PE, and Visual/Performing Arts	(4)
EDUC 492	Subject Specific Pedagogy – Math and Science	(4)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(6)

Single Subject Candidates only:

EDUC 427	Language and Literacy, Single Subject	(4)
EDUC 428	Introductory Teaching Practices, Single Subject	(4)
EDUC 442	Intermediate Teaching Practices, Single Subject	(4)
EDUC 443	Advanced Teaching Practices, Single Subject	(4)
EDUC 494A-J*	Subject Specific Pedagogy (*Must enroll in your content area)	(4)
EDUC 495	Foundations in Teaching Single Subject	(4)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(6)

Option 5 – Child Development (Central Campus Only):

This degree program is designed for students who seek a focus on child development. The program emphasizes understanding the physical, intellectual, social, and emotional development of children. The program culminates with a capstone research project.

Core Courses: 12 semester hours

ASCD 503	Educational Psychology	(3)
ASCD 550	Human Development	(3)
EDUC 593	Research and Assessment	(3)

And 1 of the Following: (3)

ASCD 518	Language, Reading, and Concept Development
ASCD 551	Studies in Attachment
ASCD 558	Cognition and Brain Development

Area of Concentration: 33 semester hours

Selected from the credential coursework listed below:

Multiple Subject Candidates only:

EDUC 425	Language and Literacy, Multiple Subject	(4)
EDUC 426	Introductory Teaching Practices, Multiple Subject	(4)
EDUC 440	Intermediate Teaching Practices, Multiple Subject	(4)
EDUC 441	Advanced Teaching Practices, Multiple Subject	(4)
EDUC 491	Subject Specific Pedagogy – History, PE, and Visual/Performing Arts	(4)
EDUC 492	Subject Specific Pedagogy – Math and Science	(4)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(6)

Single Subject Candidates only:

EDUC 427	Language and Literacy, Single Subject	(4)
EDUC 428	Introductory Teaching Practices, Single Subject	(4)
EDUC 442	Intermediate Teaching Practices, Single Subject	(4)
EDUC 443	Advanced Teaching Practices, Single Subject	(4)
EDUC 494A-J*	Subject Specific Pedagogy (*Must enroll in your content area)	(4)
EDUC 495	Foundations in Teaching Single Subject	(4)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(6)

Other Program Components

Student Teaching Program Prerequisites

Student teaching candidates must complete an application and be accepted by the faculty into the student teaching sequence with the following:

- Introductory Supervised Teaching Requirements:
 - Certificate of Clearance or equivalent fingerprint clearance
 - Demonstration of personal dispositions necessary for teaching (as outlined by the LaFetra College of Education)
 - CPR for adults, infants and children
 - Current TB clearance
 - Passing score on the CBEST
 - Passing score of 3 or higher on the writing competency assessment
 - Successful completion of all pre-student teaching coursework as defined by a GPA of 3.0 or better
 - Verification of Subject Matter Competence as defined by the California Commission on Teacher Credentialing:
 - CSET (California Subject Examinations for Teachers), **or**
 - *Completion of a state-approved subject matter program with a minimum GPA of 3.0 in the major and 2.75 overall

*Candidates with a low undergraduate GPA who have completed subject matter competence programs may appeal to waive the state mandated examination(s) if they maintain a 3.5 GPA in ULV's Teacher Preparation Program.

- Advanced Supervised Teaching Requirements:
 - Successful completion of all requirements for Introductory Supervised Teaching
 - Passing score on the Reading Instruction Competency Assessment (RICA) (Multiple Subject candidates only)
 - Passing score on TPA Task #1
 - Speech course or verification
 - US Constitution course or passing test score
 - Health Education/Nutrition/Drug Prevention/Tobacco/Sexually Transmitted Diseases Course

Enhanced Intern Credential (Multiple/Single Subject)

A candidate will be eligible for an enhanced intern credential if he/she has successfully maintained a 3.0 GPA, completed the constitution requirement, first term coursework (EDUC 425 & EDUC 426 for Multiple Subject; EDUC 427 & EDUC 428 for Single Subject), subject matter competence, and a score of 3 or better on the writing competency assessment and has a contract in a public school. All candidates must be concurrently enrolled in EDUC 467 to be eligible for the intern credential.

Teacher Performance Assessments

The California Teacher Assessment Program (TPA) provides teacher candidates with the opportunity to demonstrate achievement of the teaching performance expectations. The TPA consists of two tasks embedded within the student teaching experience.

Preliminary Credential Application Requirements

To apply for a preliminary credential with the state of California Commission on Teacher Credentialing, candidates must have:

- Maintained a GPA of 3.0 or better in all coursework
- Successfully completed clinical teaching requirements

- Received a B or better in EDUC 498
- Completed a bachelor’s degree from a regionally accredited college or university
- Completed an “Application for Credential”
- Completed CPR Certification for Adults, Infants, and Children
- Passed all required TPAs
- Passed the RICA (Multiple Subject only)
- Must be cleared by the credential analyst for all remaining requirements

Clear Credential Application Requirements

To apply for a Professional Clear or Level II Credential with the State of California Commission on Teacher Credentialing, candidates must have completed a professional induction program through their employer within five years of the issuance date of their Preliminary Credential.

TEACHER EDUCATION PROGRAMS

Program Length: 2 Years

Program Chairperson: Jessica Decker

Earning a multiple or single subject credential takes several steps. Following entry into La Verne’s teacher education program, students must successfully complete teaching methodology courses and fieldwork. Candidates then must be accepted for student teaching, which includes courses as well as 15 weeks of in-classroom training, completed in two segments.

The multiple and single subject credential teacher preparation programs address teaching strategies for all students in California schools. Integrated throughout the programs 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:

- Application and personal interview
- Writing competency assessment
- Statement of Purpose
- TB clearance
- Verification of passing score on CBEST
- Application for Certificate of Clearance or copy of Substitute Teaching Permit
- Transcript(s) indicating 90 semester hours or more toward B.A./B.S. at time of application
- GPA of 2.75 overall
- Verification of CSET registration or Subject Matter Competency Program Waiver

Total Program: 33 Semester Hours

Multiple Subject Candidates only:

EDUC 425	Language and Literacy, Multiple Subject	(4)
EDUC 426	Introductory Teaching Practices, Multiple Subject	(4)

EDUC 440	Intermediate Teaching Practices, Multiple Subject	(4)
EDUC 441	Advanced Teaching Practices, Multiple Subject	(4)
EDUC 491	Subject Specific Pedagogy – History, PE, and Visual/Performing Arts	(4)
EDUC 492	Subject Specific Pedagogy – Math and Science	(4)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(6)

Single Subject Candidates only:

EDUC 427	Language and Literacy, Single Subject	(4)
EDUC 428	Introductory Teaching Practices, Single Subject	(4)
EDUC 442	Intermediate Teaching Practices, Single Subject	(4)
EDUC 443	Advanced Teaching Practices, Single Subject	(4)
EDUC 494A-J*	Subject Specific Pedagogy (*Must enroll in your content area)	(4)
EDUC 495	Foundations in Teaching Single Subject	(4)
EDUC 497	Introductory Supervised Teaching	(3)
EDUC 498	Advanced Supervised Teaching	(6)

Other Program Components (Regional and Central Campus Students)

Student Teaching Program Prerequisites: Student teaching candidates must complete an application and be accepted into the program with the following:

- Introductory Supervised Teaching Requirements:
 - Certificate of Clearance or equivalent fingerprint clearance
 - Demonstration of personal dispositions necessary for teaching (as outlined by the LaFetra College of Education)
 - CPR for adults, infants and children
 - Current TB clearance
 - Passing score on the CBEST
 - Passing score of 3 or higher on the writing competency assessment
 - Successful completion of all pre-student teaching coursework as defined by a GPA of 3.0 or better
 - Verification of Subject Matter Competence as defined by the California Commission on Teacher Credentialing:
 - CSET (California Subject Examinations for Teachers), **or**
 - *Completion of a state-approved subject matter program with a minimum GPA of 3.0 in the major and 2.75 overall

*Candidates with low undergraduate GPA's who have completed subject matter competence programs may appeal to waive the state mandated examination(s) if they maintain a 3.5 GPA in ULV's Teacher Preparation Program.

- Advanced Supervised Teaching Requirements:
 - Successful completion of all requirements for Introductory Supervised Teaching

- Passing score on the Reading Instruction Competency Assessment (RICA) (Multiple Subject candidates only)
- Passing score on TPA Task #1
- Speech course or verification
- US Constitution course or passing test score
- Health Education/Nutrition/Drug Prevention/Tobacco/Sexually Transmitted Diseases Course
- EDUC 407 Learning Technology for Educators

Enhanced Intern Credential (Multiple/Single Subject)

A Regional or Central Campus candidate will be eligible for an enhanced intern credential if he/she has successfully maintained a 3.0 GPA, completed the constitution requirement, first term coursework (EDUC 425 & EDUC 426 for Multiple Subject; EDUC 427 & EDUC 428 for Single Subject), subject matter competence, and a score of 3 or better on the writing competency assessment and has a contract in a public school. All candidates must be concurrently enrolled in EDUC 467 to be eligible for the intern credential.

Teacher Performance Assessments

The California Teacher Assessment Program (TPA) provides teacher candidates with the opportunity to demonstrate achievement of teaching performance expectations. The TPA is a series of tasks embedded throughout the program.

Preliminary Credential Application Requirements

To apply for a preliminary credential with the State of California Commission on Teacher Credentialing, candidates must have:

- Maintained a GPA of 3.0 or better in all coursework
- Received a B or better in EDUC 498
- Completed a bachelor's degree from a regionally accredited college or university
- Completed an "Application for Credential"
- Completed CPR Certification for Adults, Infants, and Children
- Passed all required TPAs
- Passed the RICA (Multiple Subject only)
- Must be cleared by the credential analyst for all remaining requirements

Clear Credential Application Requirements

To apply for a Professional Clear or Level II Credential with the State of California Commission on Teacher Credentialing, candidates must have completed a professional induction program through their employer within five years of the issuance date of their Preliminary Credential.