

# CATALOG

2021-22

Addendum I

University of  
La Verne

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## **A. Revision to the Master of Education Program (p. 307 of the 2021-2022 Catalog)**

**MASTER OF EDUCATION PROGRAM  
Education (Special Emphasis) – M.Ed.**  
Program Length: 2 Years

**Program Chairperson:** Joy Springer

### **Admission Requirements:**

1. Completed admission application
2. Transcripts demonstrating a Bachelor's degree from a regionally accredited institution with a GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
3. A statement of purpose. Write a statement of purpose addressing the following points:
  - a. Your reasons for wanting to earn a Master of Education degree
  - b. Any personal or professional experiences and/or qualifications related to your intended field of study. Your statement should be approximately 500-words in length and typewritten.
4. Two letters of recommendation from professional colleagues

## **B. Basic Skills Requirement Policy (p. 300, 307, 310, 311, 313, 315, 316-317, 318, 323, 331, 332, and 347 of the 2021-2022 Catalog)**

### **Basic Skills Requirement**

**Overview:** Per the TK-12 Education Trailer Bill (AB 130) passed in July, beginning admissions for fall 2022, all programs that previously required a CBEST as a program requirement, will now require a Basic Skills Requirement (BSR) prior to beginning their program. The BSR can be met in a number of ways and must be submitted and approved prior to matriculation.

### **Options for meeting the Basic Skills Requirement**

1. Pass the CBEST
  2. Pass the CSET: Multiple Subjects Plus Writing Skills Exam
  3. Pass the CSU Early Assessment Program or the CSU Placement Examinations
  4. Achieve Qualifying Score on the SAT or ACT
  5. College Board Advanced Placement (AP) Examinations
  6. Pass a Basic Skills Examination from Another State
  7. Meet the Basic Skills Requirement by Coursework
  8. Meet the Basic Skills Requirement by Coursework and Exam
- Specifics may be found on the [CTC](#) website.

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## **TEACHING PREPARATION PROGRAMS MASTER OF ARTS IN TEACHING**

**Program Chair:** Joy Springer

**Regular Faculty:** Valerie Beltran, Christian Bracho, Anita Flemington, Marga Madhuri, Mark Matzaganian, David Perry, Justi Saldana, Joy Springer, Nancy Walker, Devin Beasley, and Anne Mangahas

**Teaching Multiple Subject – M.A.**

**Teaching Single Subject – M.A.**

**Option 1 (Teaching & Learning)**

Program Length – 2 years

**Option 2 (Educational Technology)**

Program Length – 2 years

**Option 3 (Teacher Leadership)**

Program Length – 2-2.5 years (Central Campus Only)

**Option 4 (Inclusive Education)**

Program Length – 2 years

**Option 5 (Child Development)**

Program Length – 2 years (Central Campus Only)

**Option 6 (Teaching & Learning: Bilingual Emphasis)**

Program Length – 2-2.5 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:**

1. Completed admission application

2. Transcripts demonstrating a Bachelor's degree from a regionally accredited institution with a GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
3. A statement of purpose. Write a statement of purpose addressing the following points:
  - a. Your reasons for wanting to earn a Master of Education degree
  - b. Any personal or professional experiences and/or qualifications related to your intended field of study. Your statement should be approximately 500-words in length and typewritten.
4. Two letters of recommendation (on letterhead) from individuals qualified to objectively evaluate the candidate's ability to succeed in graduate school and the potential to be a competent educator. Letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Transcripts
6. Resume

Optional, if available at the time of admission:

7. Proof of completion of CBEST\*, CSET, RICA, TB, and Certificate of Clearance.

**Program Requirements, if not completed at the time of admission:**

Proof of completion of CBEST\*, CSET, RICA (multiple subject), TB, and Certificate of Clearance.

\*All applicants must meet the Basic Skills Requirement (BSR) to be considered for admission for Fall 2022 forward.

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**Other Program Components**

**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\*
- 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

\*All applicants must meet the Basic Skills Requirement (BSR) to be considered for admission for Fall 2022 forward.

\*\*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.

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## **TEACHING PREPARATION PROGRAMS**

**Program Chair:** Joy Springer

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:**

1. Completed admission application
  2. A bachelor's degree 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.
  3. A statement of purpose. Write a statement of purpose addressing the following points:
    - a. Your reasons for entering the counseling profession
    - b. Any personal or professional experiences and/or qualifications related to your intended field of study. Your statement should be approximately 500-words in length and typewritten.
  4. Two letters of recommendation (on letterhead) from individuals qualified to objectively evaluate the candidate's ability to succeed in graduate school and the potential to be a competent educator. Letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
  5. Transcripts
  6. Resume
- Optional, if available at the time of admission:
7. Proof of completion of CBEST\*, CSET, RICA, TB, and Certificate of Clearance.

### **Program Requirements, if not completed at the time of admission:**

Proof of completion of CBEST\*, CSET, RICA (multiple subject), TB, and Certificate of Clearance.

\*All applicants must meet the Basic Skills Requirement (BSR) to be considered for admission for Fall 2022 forward.

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### **Other Program Components**

**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\*
- 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

\*All applicants must meet the Basic Skills Requirement (BSR) to be considered for admission for Fall 2022 forward.

\*\*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.

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### **SPECIAL EDUCATION PROGRAM**

**Program Chairperson:** Amber Bechard

**Regular Faculty:** Patricia Taylor, Sylvia Mac, Niki Elliott, Bettye Stachowiak, Mary Collins

Special Education programs offered on Valencia, Kern County, and La Verne campuses only.

## **Master of Arts in Teaching: Inclusive Education**

Program Length – 2 years, including summers and January Term

**Inclusive Education** (Central, Valencia, & Kern County Campuses Only): This program is designed for students who desire an understanding of special education with emphasis on specialized and inclusive general education settings. Students take core credential and masters courses in a complete range of instruction, skill development, and professional insights for working with K-12 learners, including English learners. The program culminates with a capstone research project.

This program is appropriate for students wishing to earn a Preliminary Mild/Moderate Education Specialist Credential and/or Multiple and Single Subject candidates who wish to prepare for teaching learners with mild/moderate special education needs, in particular, but not exclusive to students with learning disabilities, emotional/behavioral disorders, mild intellectual disabilities, traumatic brain injury, other health impaired and Autism Spectrum disorders.

### **Admission Requirements:**

1. Completed admission application
  2. A bachelor's degree 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.
  3. A statement of purpose. Write a statement of purpose addressing the following points:
    - a. Your reasons for entering the counseling profession
    - b. Any personal or professional experiences and/or qualifications related to your intended field of study. Your statement should be approximately 500-words in length and typewritten.
  4. Two letters of recommendation (on letterhead) from individuals qualified to objectively evaluate the candidate's ability to succeed in graduate school and the potential to be a competent educator. Letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
  5. Transcripts
  6. Resume
- Optional, if available at the time of admission:
7. Proof of completion of CBEST\*, CSET, RICA, TB, and Certificate of Clearance.

### **Program Requirements, if not completed at the time of admission:**

Proof of completion of CBEST\*, CSET, RICA (multiple subject), TB, and Certificate of Clearance.

\*All applicants must meet the Basic Skills Requirement (BSR) to be considered for admission for Fall 2022 forward.

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## **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)
- Current certification in CPR for adults, infants and children
- Current TB clearance
- Passing score on the CBEST\*
- 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

\*All applicants must meet the Basic Skills Requirement (BSR) to be considered for admission for Fall 2022 forward.

\*\*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.

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### **Mild/Moderate Education Specialist Preliminary Credential**

Program Length: 2 years, including summers and January Term

**Inclusive Education** (Central, Valencia & Kern County Campuses Only): This program is designed for students wishing to earn a Preliminary Mild/Moderate Education Specialist Credential to prepare for teaching learners with mild/moderate special education needs, in particular, but not exclusive to students with learning disabilities, emotional/behavioral disorders, mild intellectual disabilities, traumatic brain injury, other health impaired and Autism Spectrum disorders. Completion of the program authorizes candidates to work with students who have Autism Spectrum Disorders. Students take core credential courses in a complete range of instruction, skill development, and professional insights for working with K–12 learners, including English learners and a range of learners in specialized and inclusive general education settings.

### **Admission Requirements:**

1. Completed admission application
  2. A statement of purpose. Write a statement of purpose addressing the following points:
    - a. Your reasons for entering the counseling profession
    - b. Any personal or professional experiences and/or qualifications related to your intended field of study.
    - c. Your perspectives on the relevance and role of cultural competence in teaching.
  3. A bachelor's degree from a regionally accredited college or university.
  4. A GPA of 2.75 overall and 3.0 in any graduate coursework.
- Optional, if available at the time of admission:
5. Proof of completion of CBEST\*, CSET, RICA, TB, and Certificate of Clearance.

**Program Requirements, if not completed at the time of admission:**

Proof of completion of CBEST\*, CSET, RICA (multiple subject), TB, and Certificate of Clearance.

\*All applicants must meet the Basic Skills Requirement (BSR) to be considered for admission for Fall 2022 forward.

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**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)
- Current certification in CPR for adults, infants and children
- Current TB clearance
- Passing score on the CBEST\*
- 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

\*All applicants must meet the Basic Skills Requirement (BSR) to be considered for admission for Fall 2022 forward.

\*\*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.

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## **EDUCATIONAL LEADERSHIP PROGRAM**

**Program Chair:** Rich Whitney

**Adjunct Faculty:** Melinda Early, Jeanine Dimple, Akita Long, Zanita Kelly, Carol Pilgren, Ramiro Rubalcaba, Rebecca Salato, Gary Soto, Charlayne Sprague

**Educational Leadership — M.Ed.**

**Program Length:** 2 Years

This program is intended for teachers and other credentialed school personnel who seek leadership positions in elementary and secondary schools and districts. The program is designed to prepare school leaders who are intellectual, reflective, and emotionally intelligent. Integrated course work and field experiences are directly linked to the real work of school leadership. Completion of the Preliminary Administrative Services Credential and the potential to garner employment while finishing the Master's degree is a benefit of this program.

### **Students have two options:**

1. M.Ed. in Educational Leadership
2. M.Ed. in Educational Leadership and Preliminary Administrative Services Credential

### **Admission Requirements:**

1. Completed admission application
2. A bachelor's degree 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.
3. A statement of purpose (double spaced, 1,500 words) that includes an articulation of the following:
  - a. Your reasons for entering teacher leadership as a profession
  - b. Any personal or professional experiences and/or qualifications related to your intended field of study
  - c. Your perspectives on the relevance and role of cultural competence in counseling
4. Two letters of recommendation (on letterhead) from individuals qualified to objectively evaluate the candidate's ability to succeed in graduate school and the potential to be a competent educator. Letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Resume

6. Transcripts
7. Proof of valid prerequisite California credential in teaching, pupil personnel, librarianship, health services, clinical services, or rehabilitative services. A minimum of three years of full-time experience is required for admission (five years required to be eligible for the Preliminary Administrative Services Credential.)
8. Proof of completion of the CBEST\*.

\*All applicants must meet the Basic Skills Requirement (BSR) to be considered for admission for Fall 2022 forward.

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## **EDUCATIONAL COUNSELING & SCHOOL PSYCHOLOGY PROGRAMS**

### **Educational Counseling**

**Program Chair:** Veronica Escoffery-Runnels

**Assistant Program Chair:** Laura Ibarra

**Educational Counseling Faculty:** Kathy Elderson, Gyasmine George-Williams, Laura Ibarra, Nancy Jarman-Dunn, Adonay Montes, Esmeralda Rodriguez, Kristan Venegas

**School Psychology Faculty:** Jackie Allen, Veronica Escoffery-Runnels

**Admission Requirements and Procedures:** In addition to the requirements and application materials listed in the Graduate Admission section of this catalog, the following are required:

#### **Admission Requirements:**

1. Completed admission application
2. A bachelor's degree 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.
3. Write a statement of purpose addressing the following points. Your statement should be approximately 500 words in length and type written:
  - a. Your reasons for entering the counseling profession
  - b. Any personal or professional experiences and/or qualifications related to your intended field of study
  - c. Your perspectives on the relevance and role of cultural competence in counseling
4. Two letters of recommendation (on letterhead) from individuals qualified to objectively evaluate the candidate's ability to succeed in graduate school and the potential to be a competent educator. Letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Transcripts
6. Resume

Optional, if available at the time of admission:

7. Proof of completion of CBEST\*, Negative/Clear TB Verification, and Certificate of Clearance.

\*All applicants must meet the Basic Skills Requirement (BSR) to be considered for admission for Fall 2022 forward.

Candidates who meet the minimum requirements are invited to interview.

Following receipt and review of all application materials, an interview is required for candidates being considered for admission.

**Program Requirements, if not completed at the time of admission:**

Proof of completion of a Negative/Clear TB Verification and Certificate of Clearance must be submitted prior to registering for Practicum courses. A passing CBEST\* Verification score must be submitted prior to registering for Fieldwork/Internship courses.

\*All applicants must meet the Basic Skills Requirement (BSR) to be considered for admission for Fall 2022 forward.

**Transitional Kindergarten Certificate (Summer 2021 start)**

The Transitional Kindergarten (TK) Certificate will fulfill the child development units required for the newly passed law based on Transitional Kindergarten Senate Bill 837. The law states that a credentialed (or preliminary credentialed) teacher must have 24 units of early childhood education or child development to teach transitional kindergarten in a California school district.

The University of La Verne Child Development Program's Transitional Kindergarten Certificate is designed to provide preliminary and credentialed K - 8 teachers with upper division units that cover the knowledge, skills, and strategies to teach effectively in a transitional kindergarten classroom. Courses are designed around the California Learning System which includes Foundations and Framework and the alignment of the California preschool Learning Foundations with California Content and Common Core State Standards.

The TK Certificate is a non-degree certificate and should be applied to using the Non-Degree Application: <https://admissions.laverne.edu/register/nondegreeapp>.

**Course Delivery**

The TK certificate is comprised of 6 courses (24 units) delivered fully online. The term for each course is 8 weeks. It is possible to complete the TK certificate in as little as one year. Each course is four (4) upper-division, transferable units delivered through the Child Development Program of the Education and Teacher Development Department.

EDUC 480 TK Childhood and Adolescent Development

EDUC 481 TK Childhood Observation and Assessment

EDUC 482 TK Childhood, Family and Community Relationships

EDUC 483 TK Childhood Language and Literacy Development

EDUC 484 TK Childhood Math and Science Development

EDUC 485 TK Childhood Social-Emotional Learning and Development

Upon completion of the TK certificate, students may exercise an option to transfer 21 certificate units to a Master's degree.