LAFETRA COLLEGE OF EDUCATION

HANDBOOK FOR TEACHER EDUCATION

STUDENT INFORMATION

Multiple Subject
Single Subject
Interns

Updated 2018
# Clinical Teaching Handbook Table of Contents

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LaFetra College of Education Mission, Vision, and Goals

**Mission**
The LaFetra College of Education champions social equity for children, families, and communities by equipping and empowering highly skilled scholar practitioners, education advocates, and leaders.

**Vision**
The LaFetra College of Education will lead the national conversation on advancing the careers of professionals and scholars who are highly competent advocates for equity and justice.

**Goals**

**Student Pathways to Success:**
Provide students broad access to high-impact learning, a sense of belonging, career readiness, and holistic support so that they become influencers in their communities of practice.

**Preeminence in Social Equity Focus:**
Position the LFCE as a national model in producing Latinx Educators who serve as social justice advocates and agents of change by infusing culturally relevant pedagogy throughout the curriculum, establishing innovative and inclusive education policies, and disseminating relevant and accessible scholarship.

**Highly-Engages Community Partners:**
Become the partner of choice for school districts, social service agencies, donors, non-profits, and community activists who seek to enhance the pipeline and life-long learning of highly-skilled, scholarly practitioners; education advocates; and leaders who advance in social equity.

**Diverse, Equipped, Energized Faculty & Staff:**
Create a social-cultural-political climate that fosters diversity, encourages a global mindset, and re-invigorates the spirit of faculty and staff.

**Culture of Continuous Improvement:**
Promote academic excellence and cutting-edge programming by becoming a learning organization that achieves ever-higher performance levels through ongoing assessment, reflection, adaptability, evidence-based decision-making, and alignment of effort and resources with priorities.
Teacher Education Dispositions

**Intellectual and Personal Transformation**
Teacher candidates challenge themselves to become the best personal and professional representation of their current self, and strive to mature and grow by thinking and reflecting on the growth process they have established for themselves.

**Cultural Competence & Inclusion**
Teacher candidates demonstrate ability to understand and communicate effectively with people across cultures. Teacher candidates demonstrate this ability by being aware of their own world view and by being intentional in their development of positive attitudes towards cultural differences. Teacher candidates gain knowledge of different cultural practices and world views that enable them to work effectively in diverse settings.

**Social Emotional Learning**
Teacher candidates effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**Ethical Responsible Decision-making**
Teacher candidates establish a process of evaluating and choosing among alternatives in a manner consistent with ethical principles. Teacher candidates make the commitment to do the right thing; are aware to act consistently and apply moral convictions to daily behavior, and have the ability to collect and evaluate information, develop alternatives, and foresee potential consequences and risks.

**Facilitation & Collaboration**
Teacher candidates can advocate on their own behalf and they also listen to different points of view and perspectives. Teacher candidates ask questions and analyze the integration of new knowledge and information in their efforts to co-construct meaning and outcomes beneficial to all involved.

**Critical Analysis & Inquiry**
Teacher candidates seek, gather and evaluate information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, leading to new ideas, applications and questions.

**Innovative Thinking**
Teacher candidates understand that innovating thinking is thinking “that’s outside of the box”, while having clearly defined objectives. Teacher candidates understand that innovators are open to other people’s ideas, and engage in constructive and collaborative ways with others.

**Effective Verbal & Non-Verbal Expression**
Teacher candidates exhibit proficient use of verbal and non-verbal communication skills, and are competent at recognizing registers of communication associated with different cultural/linguistic patterns.
Important Reminders for Students

5 year time limit
All degree program requirements are to be completed within five years from the time of first course registration, for any graduate program at the University of La Verne.

Student Responsibilities
Schedule an appointment and meet with a Credential Analyst once per semester.
Responsible for reading and understanding all the information in the handbook.
Responsible for meeting and demonstrating all teacher education dispositions.
Responsible for adhering to the credential program and graduate school expectations.

Student Teaching Application Deadlines
Fall student teaching application deadline- July 15\textsuperscript{th}
Spring student teaching application deadline- November 15\textsuperscript{th}

Credential Program and Graduate School Expectations

Participation
Our classes meet face-to face, hybrid and online. Your active participation in the different formats are vital for your learning and success in the program. You should have daily access to a computer with current software and high speed internet.

Course Progression
Courses are designed and implemented in a developmental approach. They must be taken in the set progression. You also enter with a cluster of students who begin and finish the program with you. We have found this to be a very supportive model.

Email Response Policy
While there is not a standard expectation for email response times, all faculty are asked to include in their course syllabi the average response times for email during the week and on weekends. Because response times vary from faculty member to faculty member, we feel it is important for students to have clear expectations regarding the amount of time it takes for faculty to respond.

Attendance Policy
Our revised, program-wide attendance policy is that students who miss more than 10\% of scheduled class time cannot pass the class. This includes tardies, absences, or early departures from class. Any fraction of an hour missed counts as a full hour. We feel strongly about the importance of students being in class to experience the material. If students can attend an equivalent class session in another section or at another campus, the time missed can be made up. The time cannot be made up through additional assignments or experiences unrelated to the content that was missed.

Late Work Policy
No late work will be accepted for any teacher education/MAT course. Should extenuating circumstances arise, students may make individual arrangements with the professor for extended deadlines. Such arrangements must be made before the original due date for the assignment and are at the discretion of the professor.
Multiple Subject and Single Subject Program Admission Requirements

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 sample
- Statement of Purpose
- TB clearance (valid for 4 years)
- Verification of taking CBEST by submitting score report
- Application for Certificate of Clearance (https://www.ctc.ca.gov/credentials/submit-online) 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 and 3.0 in the major
- Internet access
- Verification of CSET registration or Subject Matter Competency Program Waiver

Writing Workshop

All students applying to the Multiple Subject and Single Subject Teacher Preparation programs are required to pass a writing assessment. Passing of this assessment is required for fieldwork, an internship, and the final student teaching requirement. Students who do not pass the writing assessment are required to enroll in the Writing Workshop.

The Writing Workshop is a free, 7-week course offered in the fall, spring and summer semester/term in both online and face-to-face formats. The Writing Workshop is a review of punctuation, grammar, and editing techniques. In addition, there is an emphasis on writing practice through journal entries and specified writing prompts. At the last session of the Writing Workshop, a final writing prompt is administered. Students who pass the final writing prompt may proceed in
their credential program. Students who do not pass the final writing prompt will be required to repeat the Writing Workshop. Students who do not pass the final writing assessment in their second Writing Workshop will not be allowed to enroll in an internship and/or supervised student teaching and may be required to stop progress in their credential program. Questions about the Writing Workshop can be directed to Dr. Joy Springer jspringer@laverne.edu or Larry Gaona lgaona@laverne.edu.

**Masters and Credential Programs**

**Credential Programs**

**Multiple Subject**

Multiple Subject Candidates only: 33 semester hours

- 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 (3)
- EDUC 492 Subject Specific Pedagogy – Math and Science (3)
- EDUC 497 Introductory Supervised Teaching (3)
- EDUC 498 Advanced Supervised Teaching (8)

**Single Subject**

Single Subject Candidates only: 33 semester hours

- 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 494 A-J* Subject Specific Pedagogy (*Must enroll in your content area) (3)
- EDUC 495 Foundations in Teaching Single Subject (3)
- EDUC 497 Introductory Supervised Teaching (3)
- EDUC 498 Advanced Supervised Teaching (8)

**Master of Arts in Teaching**

The core coursework in the Master’s program is combined with the core coursework from the credential courses to create a continuum of learning. The Master’s program consists of 45 semester hours. 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 (Central Campus Only): 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 (see catalog for options)

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 (see catalog for options)

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 (see catalog for options)

Option 4 – Special Education (Central Campus 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 Support: Theory and Practice (3)
EDUC 593 Research and Assessment (3)
Area of Concentration: 33 semester hours (see catalog for options)

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)
ASCD 518 Language, Reading, and Concept Development, or ASCD 551 Studies in Attachment, or ASCD 558 Cognition and Brain Development (3)
EDUC 593 Research and Assessment (3)

Teacher Performance Assessment (TPA) Policies
The CalTPA is a performance task assessment required by the state of California. This assessment is designed to give candidates the opportunity to develop, refine, and demonstrate their teaching knowledge, skills, and abilities during their teacher preparation program. It is aligned with the Common Core Standards and the TPEs (Teacher Performance Expectations). The CalTPA incorporates two cycles. Instructional Cycle 1 focuses on developing an engaging content-specific lesson for one class and three focus students based on their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. Instructional Cycle 2 requires candidates to develop a learning segment that includes several purposefully connected lessons that occur over multiple days to develop student knowledge and understanding within a particular content area.

Instructional Cycle 1 is completed during the 5 week student teaching block (EDUC 497)

Instructional Cycle 2 is completed during the 10 week student teaching block (EDUC 498)

TPAs are submitted and scored through Pearson. Both cycles must be passed before applying for the Preliminary Credential.

Fieldwork and Student Teaching Policies
Fieldwork Placements and Policies
Fieldwork placement decisions are based on a number of factors, including meeting the expectations outlined by the Commission on Teacher Credentialing. In the first semester of the program, you will provide a list of four district choices, but it is not guaranteed that you will be placed in one of these choices. Use the following requirements when requesting your four choices:
You may not contact a school district or school regarding your placement.
You may not request a placement where you have a child attending, or a close friend or relative working.
The school district and the school-site have the final decision as to whether or not they can accept your request.
There is a possibility that you may not be placed in a district of your choice. However, you will be placed within a 30-mile radius of your home. If you relocate during the course of the program, your placement may exceed the 30-mile radius.
Private and charter schools will not be approved for Clinical Teaching placement unless under contract as a full-time teacher of record. Full-time contracted teaching positions in private and charter schools must be approved to meet the university’s requirements.

Student Teaching Prerequisites Checklist

EDUC 497: Introductory Supervised Teaching & EDUC 498: Advanced Supervised Teaching
Central Campus Student Teaching Application Deadline:
Spring- November 15th and Fall- July 15th

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Private and Charter Schools Policies

Candidates employed full-time at a private school setting must have public school experience in a different age span than their private school classroom.

**EDUC 497/498**

EDUC 497 must be completed in a public school setting. Students may complete EDUC 498 in their private school classroom.

Private School Approval Process

When a student petitions to complete their student teaching in a private school setting, the director must confirm that the school meets the following qualifications:

- The school must be WASC accredited.
- The position must be at least a 75% teaching contract.
- Single Subject candidates must have at least 4 periods a day in the authorized subject area.
- There must be a diverse student population with at least 25% English language learners.
- A current Memorandum of Understanding must be on file.
- The school-site support provider must have a Clear Credential in the same content area as the candidate AND have an EL Authorization.
- The school-site support provider must have at least 3 years of teaching experience.
- The school-site support provider must make a commitment to support the candidate.
- The school-site support provider and the university have a shared responsibility to provide mentorship and supervision.

These conditions must be verified prior to the placement being approved.

Internship Policies and Requirements

There is an admission process to the University Intern Credential Program. Please complete the Intern Application if you want to be considered for an internship.

**In order to be considered for an internship:**

- You must be in good academic standing.
• You must be recommended for the internship program by your clinical teaching university supervisor and recent instructors.
• You must complete an admission interview specifically for the intern program.
• Your employment as a classroom teacher does not automatically qualify you as a candidate for the university intern program.
• If you are approved for admission to the intern program, you may request a letter confirming eligibility.
• You MAY NOT present yourself to a school district as “intern eligible” unless you have the letter of confirmation.

**Additional internship requirements:**

• Satisfactory completion of the first two courses in the Multiple Subjects (EDUC 425 and EDUC 426) or Single Subject (EDUC 427 and EDUC 428) teacher preparation program
• Satisfactory completion/passage of CCTC fingerprint clearance, BA/BS degree, CBEST, CSET (or Subject Matter Waiver), US constitution requirement, and Speech requirement
• Submission and passage of Internship Eligibility application
• Offer of employment – required for ALL internships
• **Internship questions from Main Campus students** may be directed to Larry Gaona: lgaona@laverne.edu 909-448-4676. **Internship questions from ROC students** may be directed to your regional credential analyst/academic advisor.

**Student Teaching Policies and Roles**

The following policies must be adhered to while completing EDUC 497: Introductory Supervised Teaching and EDUC 498: Advanced Supervised Teaching. Failure to adhere to all of these policies will result in the candidate failing the course and possibly being removed from the program.

EDUC 497: INTRODUCTORY SUPERVISED TEACHING and
EDUC 498: ADVANCED SUPERVISED TEACHING

**Seminars**

EDUC 497 and EDUC 498 Student Teaching Orientation
Classroom Management Seminar
Cycle 1 TPA: Seminar
Cycle 2 TPA: Seminar
Credential Procedures Seminar
Attendance

Student Teacher Candidates must be at their assigned sites all day every day for the entire fifteen-weeks of supervised student teaching. The Student Teacher Candidates must arrive at their assigned site when their School-Site Supervisor arrives and can only leave when the School-Site Supervisor leaves. The Student Teacher must adhere to the district’s Professional Day policy. It is the School-Site Supervisor’s and the Student Teacher Candidate’s responsibility to conference each day regarding the day’s teaching assignment/s and to prepare for the next day’s assignment/s. The Student Teacher Candidate cannot be absent from their assigned site for any reason other than illness. Days missed due to illness may result in additional time being spent at the assigned site after the end of EDUC 497 and EDUC 498.

First Week Activities for EDUC 497: Introductory Supervised Teaching


Lesson Plan Requirements

Lesson plans must be developed for all lessons taught. Lessons are taught daily. Lesson plans must be developed in outline form stating exactly what is to be taught following the Into, Through, Beyond format and must identify: Modeling, Direct Instruction, Guided Practice, Checking for Understanding (formative assessment), and Independent Practice. The cover sheet for the lesson must be completed in full. Each lesson plan must be emailed to the University Supervisor by the evening prior to the scheduled lesson. Each lesson must be approved by the School-Site Supervisor prior to the lesson being taught. A weekly reflection of the lesson observed by the University Supervisor must be completed after the lesson has been taught and discussed with the University Supervisor.

Dispositions

All of the University’s Dispositions must be passed in order to pass EDUC 497: Introductory Supervised Teaching and EDUC 498: Advanced Supervised Teaching. Any Disposition not passed will result in a meeting with the SST Faculty Committee and may result in either failing the course or being dropped from the program. Failure to write adequate lesson plans, failure to write lesson plans, failure to keep a Journal, failure to keep a Portfolio, failure to not complete the First Week Activities, failure to arrive on time or leave with your School-Site Supervisor, failure to be present at your assigned site every day all day, and failure to get along with others are examples of dispositional issues.

Roles and Responsibilities

School- Site Supervisor

The role of the School-Site Supervisor is to provide the Student Teacher with a solid foundation for professional growth. The School-Site Supervisor serves as a role model of research-based teaching and professionalism. School-Site Supervisors are expected to provide an open and supportive environment where Student Teachers feel free to seek advice and
reflect openly on their teaching experiences, and where constructive feedback is given and received.

Qualifications/Requirements of School Site Supervisors

- Three years of successful classroom teaching experience in the subject area
- Recommendation of the School-Site Supervisor’s school principal
- Recognized outstanding teaching abilities
- Teaches a curriculum based on the California Academic Content Standards
- Approval of the Clinical Office
- Completion of 10 hours of Professional Development

University Supervisor

The University Supervisor is the person given responsibility by the university for coordinating the student teaching and fieldwork experience and for making recommendations relative to the success of the Student Teacher. The University Supervisor establishes the necessary liaison between the university, school, and classroom by: 1) scheduling observations and conferences; 2) communicating university requirements and policy 3) mediating when problems occur; and 4) guiding the Student Teacher through periodic assessment of development and progress. The most important characteristics of a University Supervisor are good human relations skills, knowledge of teaching methodology, knowledge of the Clinical Supervision process, and subject matter competency.

Qualifications/Requirements of University Supervisors

- A Master’s degree and five years teaching experience
- Attending two trainings per year at the University of La Verne
- Visiting the Student Teacher in accordance with Clinical Office policy; conducting observations and conferences.
- Being knowledgeable of developments in teaching/learning strategies so that the Master Teacher is supported and complemented in directive appropriate Student Teacher activities
- Being available during the semester (please let the clinical office know if you will not be able to supervise for more than a week, so that your students can be reassigned)

Substitute Teaching

Candidates are encouraged to become substitutes in the districts where they are completing their student teaching. Student Teachers can substitute for up to 3 days in their own student teaching classroom. They may not substitute for any other teachers during their student teaching. Being a long-term substitute cannot count towards student teaching.

Advising and Credentialing

Candidates should schedule an appointment and meet with a Credential Analyst once per semester. Candidates should schedule their meeting before the beginning of each and every semester, in order
to allow themselves sufficient time to complete their registration. It is essential for candidates to be aware of their progress in the program, so that they may plan ahead and remain on track.

Suggested Course Schedule

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*Student Teaching application is required for EDUC 497 and EDUC 498.
*To be financially eligible, students in the MAT program must be enrolled in at least 5 units.

Certificate of Clearance

All candidates in the program must hold a valid Certificate of Clearance before they can begin their fieldwork.

To apply for your Certificate of Clearance using the CTC Online system, follow the steps below:

1. Print three copies of [Live Scan 41-LS form](#). Take these to a location offering Live Scan electronic fingerprint services for submission to the Live Scan operator. Click here for live scan locations in [Los Angeles County](#) or [San Bernardino County](#). You will be required to pay a processing fee to the Live Scan operator for your prints to be scanned. Retain a copy of the Live Scan form for your records.

2. Navigate to the Commission's Online Services page

3. Complete the Direct Web Application
4. Submit by credit card the transaction fee of $52.50 (all online transactions are subject to a $2.50 service fee in addition to the $50.00 application fee). Immediately following the successful submission of the online application, an email will be sent containing a confirmation number.

**Credential Application Process**

The University of La Verne’s credential analysts will distribute the credential application before the end of the students’ final semester/term. Students may apply for their teaching credential after the successful completion of all credential requirements and the final student teaching experience. The credential analysts will submit the credential application online to the California Commission on Teacher Credentialing (CCTC). Then, the student will receive an email from the CCTC to access the CCTC credential application web page and complete the online application. Credentials are posted to the CCTC web page within 5 – 7 business days. The CCTC does not print credential documents. Instructions on completing the credential application, downloading, and printing a credential document may be found on the [CCTC web page](http://www.ctcexams.nesinc.com/).

**Credential Requirements:**

Multiple Subject (MS) and Single Subject (SS) Teaching Credential Requirement Descriptions (Teaching credential requirement descriptions available on the California Commission on Teacher Credentialing (CCTC) website. Contact your credential analyst/academic advisor for additional information.

- **CCTC Certificate of Fingerprint Clearance** – valid for five (5) years from date of issuance. Students may also verify fingerprint clearance with the issuance of a CCTC Substitute Teaching permit, Child Development permit, or Activity Supervisor permit.
- **Bachelor’s (or higher) degree** – from a CCTC recognized regionally accredited college/university.
- **CBEST** – required for all education credentials – no expiration date. Information on registering for the CBEST exam, test dates and scoring information can be found here: [http://www.ctcexams.nesinc.com/](http://www.ctcexams.nesinc.com/)
- **CSET/Subject Matter Waiver** – valid for ten (10) years - all MS credential candidates are required to pass CSET – SS may still qualify for Subject Matter Waivers. Please review the section on Subject Matter Waivers or contact your credential analyst/academic advisor for more information. More information on CSET exams, test dates, and scoring information can be found on the [CSET exam webpage](http://www.ctcexams.nesinc.com/).
- **US Constitution requirement** – May be met by an examination or course(s) covering the provisions and principles of the United States (US) Constitution completed at a regionally accredited community college or four-year college or university, or by a designated BA/BS degree from a California State University.
- **RICA** – valid for ten (10) years - required for all MS credential candidates - not required for SS credential candidates. Information on registering for the RICA exam, test dates and scores can be found here: [http://www.ctcexams.nesinc.com/](http://www.ctcexams.nesinc.com/)
- **Health** – Must cover the aspects of alcohol, tobacco nutrition and diseases (i.e. cancer, diabetes) – accepted for ten (10) years from semester/term completed. May be completed by course or exam.
• Speech – Any course emphasizing the preparation and delivery of vocal presentation (i.e. speech, debate, acting) – may also be completed during the credential program
• TPA’s - state mandated Teacher Performance Assessments – coordinated with specific courses
• Writing Assessment – a required writing assessment for all credential candidates to verify students’ readiness for graduate-level writing
• TB Clearance – valid for 4 years – some districts may require renewal every two or three years
• CPR – for infant, Child, and Adult – in person certification, valid for two years

These requirements must be submitted before the submission of the Credential Application, and all grades must be posted in order to be recommended for your preliminary credential.

Centers for Educators/ROC Credential Analyst information (see chart below)

<table>
<thead>
<tr>
<th>Campus/Location</th>
<th>Credential Analyst</th>
<th>E-Mail</th>
<th>Telephone</th>
<th>Credential Program(s)</th>
</tr>
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<tbody>
<tr>
<td>College of the Canyons (COC)</td>
<td>Amie Acuna</td>
<td><a href="mailto:aacuna@laverne.edu">aacuna@laverne.edu</a></td>
<td>909-448-4969</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Bakersfield</td>
<td></td>
<td></td>
<td></td>
<td>Multiple Subject</td>
</tr>
<tr>
<td>Ventura</td>
<td></td>
<td></td>
<td></td>
<td>Single Subject</td>
</tr>
<tr>
<td>High Desert</td>
<td>Judy Henson</td>
<td><a href="mailto:jhenson@laverne.edu">jhenson@laverne.edu</a></td>
<td>909-448-4992</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Bakersfield</td>
<td></td>
<td></td>
<td></td>
<td>Multiple Subject</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Single Subject</td>
</tr>
</tbody>
</table>

Preliminary Teacher Credential Information

University of La Verne Multiple Subject and Single Subject credential candidates, upon successful completion of their teacher preparation program, receive an SB2042 Preliminary teaching credential. Embedded within the Preliminary credential is the English Language learner authorization. Preliminary credentials are valid for five (5) years. Preliminary teaching credentials may not be renewed. Preliminary credential holders must Clear their credential through a California Commission on Teacher Credential (CCTC) approved Induction program.

Current CA teaching credentials are deemed SB 2042 and No Child Left Behind (NCLB) compliant. NCLB compliance is based on Senate Bill 2042 which states (1) all teachers must be “highly qualified” in the subject area of their credential, and (2) SB 2042 credentialed teachers must complete a two (2) year Induction program of support and assessment during their first two years of teaching before earning a clear credential.
How to Read Your Credential

The Authorization Code for Multiple Subject Credentials is R2M. The Authorization Code for Single Subject credentials is R2S. This code designates the type of credential held and the authorized subject(s) allowed to be taught by the credential holder.

Credential Types for posting on employment applications:

MS 2042 Preliminary Credential = R2M and TC2
SS 2042 Preliminary Credential = R2S and TC1

The English language learner Authorization Code for Multiple Subject credential holders is ELA1 or ELAM (for newer credential completers). The English language learner Authorization Code for Single Subject credential holders is ELA1 or ELAS (for newer credential holders).

The Subject Description noted above states the credential holder passed the Multiple Subject exam (CSET) in order to verify subject matter competency. Single Subject holders may or may not have the terminology “Examination” after their listed credential subject depending if the credential holder took the required CSET exam or completed a subject matter waiver program.

Clearing the Preliminary Credential

California Preliminary Multiple Subject and Single Subject teaching credentials are valid for five (5) years. Preliminary teaching credentials may not be renewed. Preliminary credential holders
must complete a CCTC approved Induction program to obtain a Clear credential within the five (5) year validity period. Information on Clearing the Preliminary credential may be found on the CCTC website.

**Subject Matter Competency**

All California teacher credential candidates must establish Subject Matter Competency by completing one of two methods. Candidates must either pass the CSET examination for the student’s credential subject area or complete a Subject Matter “Waiver” Program at a California university or college with a CTC-approved “waiver” program.

**Multiple Subject Candidates**

Multiple Subject credential candidates must pass the CSET Multiple Subject exam. There are three (3) subtests for the Multiple Subject exam. All three (3) subtests must be passed in order for the student to apply for an internship or the final student teaching experience. All CSET exam scores are valid for ten (10) years from the date of each the exam.

The Multiple Subject exams are: Exam I (101), Exam II (102 or 214), and Exam III (103)

Information on registering for the Multiple Subject CSET exam and exam score information can be found on the [CSET/Pearson exams webpage](https://www.ctc.ca.gov/). The Multiple Subject subtest exam scores are valid for ten (10 years) from the date the exam was passed.

**Single Subject Candidates**

Single Subject credential candidates must pass all sections of the CSET exam for their credential subject area. A listing of the required exams and the subtests for each exam, as well as information on registering for the exams and test score information, may be found on the [CSET/Pearson exams webpage](https://www.ctc.ca.gov/).

**OR**

**Subject Matter Waivers**

Single Subject credential candidates who graduated from a California college or university with a BA/BS degree may qualify for a subject matter waiver if the degree granting institution does have a CTC approved subject matter waiver program in the credential candidate’s subject area. It is the responsibility of the single subject credential candidate to verify if the subject matter waiver degree option was completed. Students who have completed a subject matter waiver program must request a letter of verification from the teacher preparation program office at the degree granting institution. Completion of the subject matter waiver must be verified before the student will be allowed to enroll in an internship program or apply for the final student teaching experience.
Important Information

Graduate Appeals

**Centers for Educators/ROC (Regional and Online Campuses) Students Only:** Please contact your academic advisor for all appeal forms and instructions.

**Main Campus Students Only:**

**Appeal for Waiver of University Policy:** An appeal may be filed through the office of [Graduate Academic Services](#). The [appeal form](#) can be downloaded from the Graduate Academic Services webpage.

**Graduate Appeals Committee:** The Graduate Appeals Committee meets approximately every three weeks for graduate/doctoral student appeals. Completed petitions must be received by 12 pm (noon) three working days prior to each scheduled meeting to be included in the upcoming appeals meeting. Failure to complete all sections or obtain all signatures will prevent the appeal from being processed.

If an appeal is granted, the student will be charged a minimum $50 appeal fee. It is the student’s responsibility to check with Student Accounts and Financial Aid (if applicable) to determine how their appeal may affect their account. For requests to waive appeal fees, tuition charges, and/or other fees, the student will need to submit a separate appeal to the Student Accounts office.

**Statement of Request:** Students statement of request must include:

- Specific details of the course(s) for which you are requesting an add, drop, withdrawal, or extension of time.
- The reason you missed the registration deadline, AND
- The extenuating circumstance for which you feel an exception to University policy should be granted. All supporting documentation must be submitted with the appeal. Examples of documentation may include, but are not limited to, a doctor’s note, accident report, or verification of change in employment from employer.

**Return the completed appeal form and any supporting documents to:** Graduate Academic Services in person to Woody Hall or via email to Mary Soto at msoto@laverne.edu

**Statute of Limitations**

All appeals must be submitted in a timely manner to be considered. Appeals requesting an action affecting registration or grades for a previous semester/term will be accepted as follows:

**Retroactive Registration, Add or Drop for a previous Semester/Term:**

All requests related to a Registration, Add, or Drop for a previous semester/term must be submitted with all supporting documentation within one (1) calendar year from the end of the semester/term being appealed.
Retroactive Withdrawals for a previous Semester/Term:
All requests related to a retroactive withdrawal for a course in a previous semester/term must be submitted with all supporting documentation within one (1) calendar year of the ending date of the semester/term being appealed.

Appeals for Extension of Time to Complete Expired Grades:
Appeals to request an extension of time to complete an expired Incomplete (INC)/ In Progress (IP) must be submitted within one (1) calendar year from the end of the semester/term the grade expired.

Appealing a Final Grade
A student who feels that an incorrect grade has been given, must consult with the instructor first and must make this appeal within four weeks after grades are issued. A student dissatisfied with the instructor’s response may appeal to the program chair and department chair. Subsequently, an appeal may be made to the appropriate college Dean and finally to the Provost. Questions of subject matter will usually be handled by the department. Charges of injustice due to prejudice or capricious action may require the attention of the Dean.

Late Registrations/ Adds
Students must have permission from the instructor of the class to request a late entry into a class. Students cannot assume an instructor will allow entry to a class if they do not attend the first class meeting. Students must obtain and complete the appropriate form and submit it to the appropriate department.

Centers for Educators/ROC Students Only: Please contact your academic advisor, for requesting late registration/ adds.

Main Campus Students Only:
If a student is requesting a late add before the withdrawal period has ended, the student must obtain and complete a Program Change Form.

Once the form is completed and the instructor and student have signed it, the form must be hand delivered to Graduate Academic Services in Woody Hall. A $50 late registration fee will be added to the registration fees.

If the withdrawal period has ended, students can only request a late add by petitioning to the Graduate Appeals Committee. Students must complete the Appeal Form and obtain the required signatures.

Once the form is completed with the required signatures, the form must be submitted to Graduate Academic Services. This can be in person or via email msoto@laverne.edu. Students will be notified of the Appeals Committee’s decision, and if the late add is granted, a $50 appeal fee will be added to the registration fees.
Late Drops

Dropping a class is the process through which students officially notify the Registrar or Regional Campus of their intention to not attend a class or classes. Classes that are officially dropped are not posted on the student’s official transcript. Failure to drop a class by the published University deadline, will result in a failing grade.

Drops can be processed via the students MyLaVerne account. Students should view the academic calendar for their semester/term to determine the last day to drop. The time period to drop a class is indicated below:

1. To drop a class for a term or semester that is 10 weeks or greater, a student can initiate the Drop beginning the first day of open enrollment through the first seven work days (Monday through Sunday) of the term or semester, excluding university holidays. CAPA Weekend Cycles and Accelerated term students must also drop classes within the first seven work days of the term.

2. To drop a class for January Interterm or a term 4 weeks or less in length, a student can initiate a Drop beginning the first day of open enrollment through the 4th workday of the term.

3. To drop a class from a term that is 5 – 6 weeks in length a student can initiate a Drop beginning the first day of open enrollment through the 5th workday of the term.

Centers for Educators/ROC Students Only: Please contact your academic advisor, regarding requests for late drops.

Main Campus Students Only:

If the drop period has ended, students can only request a late drop by petitioning to the Graduate Appeals Committee. Students must complete the Appeal Form and obtain the required signatures.

Once the form is completed with the required signatures, the form must be submitted to Graduate Academic Services. This can be in person or via email msoto@laverne.edu. Students will be notified of the Appeals Committee’s decision, and if the late drop is granted, a $50 appeal fee will be assessed.

Class Withdrawal

Withdrawal is the process through which a student officially notifies the Registrar or regional campus of the intent to not attend a class or classes after the drop period is over. The withdrawal period for terms and semesters that are five weeks in length or longer, begins the 8th workday of the term or semester and continues through the 60% point of the term or semester. The withdrawal period for terms and semesters that are four weeks in length or shorter, begins the 5th workday of the first week. Students enrolled in a class that meets 2-6 consecutive days must withdraw before the second class meeting commences. Students enrolled in a class that meets for one day only cannot withdraw.
Withdrawals are recorded on the official transcript as a "W".

Notification from the student to drop or withdraw can be submitted in person or by phone, e-mail, letter, or fax to the Registrar or regional campus. A student who fails to withdraw or drop officially from a registered course will receive a grade of NCR, WF, or F depending on the grade option and the student’s last date of attendance. The University assumes that the student who drops or withdraws during a term or semester will return the following term or semester. A student not intending to return to La Verne in the following term or semester needs to follow the withdrawal process from the University or leave of absence procedures outlined in the appropriate section above.

Leave of Absence

What is a Leave of Absence?

A leave of absence is a temporary leave from the University of La Verne. It may be necessary for you to take a temporary leave during your academic career.

Why should I take a Leave of Absence?

A student may elect to take a leave of absence, for a variety of reasons, in order to manage life issues that might interfere with his/her academics. Examples of life issues are:

- Family or personal reasons or hardships
- Religious obligations
- Financial or work-related issues
- Medical emergencies due to illness or accident
- Military service
- Volunteer service

How long can I leave the University of La Verne under a Leave of Absence (LOA)?

For students on financial aid, it is recommended that they do not take a LOA for longer than six months. If you are on a leave of absence for over six months, you may be subject to repayment of your student loans. For graduate students who are not on financial aid, they may be absent for up to four semesters, before they would be required to reapply for admission.

What is the process if I need to take a Leave of Absence (LOA)?

A graduate student who wishes to take a LOA, needs to initiate the process with their respective program of study, seeking signatures from their academic advisor or designated academic dean, including the offices of the Registrar, Student Accounts, and Financial Aid.

An LOA becomes effective prior to the start of a semester or term. If a semester or term is in session, there is no need to file an LOA if a student intends to resume his or her studies the following semester or term. Among the acceptable reasons for granting a LOA, are financial or
medical problems and military service. LOA for military service have no time limit and may return at any time. You may be asked to submit proof of enlistment or deployment.

Students are required to keep the University informed about plans to return. Otherwise, they will be considered withdrawn after the approved time period has expired, except in cases related to military enlistment or deployment.

**Withdrawing from the University**


Students who are transferring to another institution must fill out a Notice of Withdrawal form. Students who fail to officially withdraw from classes will receive failing grades. The effective date of withdrawal is the date the student officially withdraws from all courses or the final day of the term. Students withdrawing from the University of La Verne must also withdraw from University housing if they live in the residence halls.

**Plagiarism**

Plagiarism is defined as the use of wording, ideas, or findings of other persons, writers, or researchers without providing explicit citation of the source and the use of quotations when using the exact wording of others.

The University of La Verne Catalog contains the University’s policy on Academic Honesty. Below are links to sites that will assist you in avoiding plagiarism and in properly citing sources.

**Preventing and Detecting Plagiarism**

[OWL at Purdue Avoiding Plagiarism Overview](https://owl.english.purdue.edu/owl/resource/747/01/)

[Indiana University – Plagiarism: What it is and How to Recognize and Avoid It](http://www.indiana.edu/~ncliu/Plagiarism/)

**Research and Citation**

[OWL at Purdue Research: Where Do I Begin?](https://owl.english.purdue.edu/owl/resource/747/01/)

[APA Citation Style](http://apastyle.apa.org/)
<table>
<thead>
<tr>
<th>Office</th>
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<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus Store</strong> (Books)</td>
<td>2165 D Street La Verne, CA 91750</td>
<td>Phone: 909-593-8962 Email: <a href="mailto:ulv_bookstore@fheg.follett.com">ulv_bookstore@fheg.follett.com</a> Web: <a href="https://laverne.edu/bookstore/">https://laverne.edu/bookstore/</a></td>
</tr>
<tr>
<td><strong>Campus Safety</strong></td>
<td>Parking Structure 2021 D Street La Verne, CA 91750</td>
<td>Phone: 909-448-4950 Email: <a href="mailto:Safety@laverne.edu">Safety@laverne.edu</a> Web: <a href="https://sites.laverne.edu/campus-safety/">https://sites.laverne.edu/campus-safety/</a></td>
</tr>
<tr>
<td><strong>Career Services</strong></td>
<td>Campus Center, 2nd Floor 2000 Second Street La Verne, CA 91750</td>
<td>Phone: 909-448-4054 Email: <a href="mailto:careerservices@laverne.edu">careerservices@laverne.edu</a> Web: <a href="https://sites.laverne.edu/careers/">https://sites.laverne.edu/careers/</a></td>
</tr>
<tr>
<td><strong>Counseling and Psychological Services (CAPS)</strong></td>
<td>2215 E Street La Verne, CA 91750</td>
<td>Phone: 909-448-4105 Web: <a href="https://sites.laverne.edu/caps/">https://sites.laverne.edu/caps/</a></td>
</tr>
<tr>
<td><strong>Graduate Academic Services</strong></td>
<td>Inside of Woody Hall 1915 3rd Street La Verne, CA 91750</td>
<td>Phone: 909-448-4011 Email: <a href="mailto:gas@laverne.edu">gas@laverne.edu</a> Web: <a href="https://sites.laverne.edu/graduate-academic-services/">https://sites.laverne.edu/graduate-academic-services/</a></td>
</tr>
<tr>
<td><strong>LaFetra College of Education Front Office</strong></td>
<td>Barkley Building 2118 D Street La Verne, CA 91750</td>
<td>Phone: 909-448-4626 Email: 909-448-4627</td>
</tr>
<tr>
<td><strong>Office of Financial Aid</strong></td>
<td>Inside of Woody Hall 1915 3rd Street La Verne, CA 91750</td>
<td>Phone: 800-649-0160 Email: <a href="mailto:finaid@laverne.edu">finaid@laverne.edu</a> Web: <a href="https://sites.laverne.edu/financial-aid/">https://sites.laverne.edu/financial-aid/</a></td>
</tr>
<tr>
<td><strong>Registrar</strong></td>
<td>Inside of Woody Hall 1915 3rd Street La Verne, CA 91750</td>
<td>Phone: 909-448-4000 Email: <a href="mailto:reg@laverne.edu">reg@laverne.edu</a> Web: <a href="https://sites.laverne.edu/registrar/">https://sites.laverne.edu/registrar/</a></td>
</tr>
<tr>
<td><strong>Student Accounts</strong></td>
<td>Inside of Woody Hall 1915 3rd Street La Verne, CA 91750</td>
<td>Phone: 909-448-4060 Email: <a href="mailto:stuaccts@laverne.edu">stuaccts@laverne.edu</a> Web: <a href="https://laverne.edu/accounts/">https://laverne.edu/accounts/</a></td>
</tr>
<tr>
<td><strong>Student Health Services</strong></td>
<td>2147 Third Street La Verne, CA 91750</td>
<td>Phone: 909-448-4619 Web: <a href="https://sites.laverne.edu/health-services/">https://sites.laverne.edu/health-services/</a></td>
</tr>
<tr>
<td><strong>Transportation and Parking</strong></td>
<td>In the Parking Structure 2021 D Street La Verne, CA 91750</td>
<td>Phone: 909-448-4725 Email: <a href="mailto:parking@laverne.edu">parking@laverne.edu</a> Web: <a href="https://sites.laverne.edu/parking/">https://sites.laverne.edu/parking/</a></td>
</tr>
<tr>
<td><strong>Wilson Library</strong></td>
<td>2040 Third St. La Verne, CA 91750</td>
<td>Phone: 909-448-4301 Web: <a href="http://library.laverne.edu/">http://library.laverne.edu/</a></td>
</tr>
</tbody>
</table>
Forms

Fieldwork Placement Request Form

All fieldwork placement request forms can be found on the Clinical Teaching website;
https://education.laverne.edu/resources/fall-2017/

Internship Eligibility Request Form

If you are admitted to the Multiple Subject or Single Subject Teaching credential program, and you are interested in an internship, please submit the Internship Eligibility Request Form to your Credential Analyst, to begin the process of admission to the Intern Program. Please click the link below to download the form:
file:///C:/Users/vromero/Downloads/Internship%20Eligibility%20Request%20Form%20-%20Main-Campus%20(4).pdf

Student Teaching Application

If you have met the prerequisites for student teaching, please make an appointment with your Academic Advisor/ Credential Analyst to go over your student teaching application. The deadline for spring student teaching is November 15th, and the deadline for fall student teaching is July 15th. The Student Teaching Application can be found on the Clinical Teaching website;
file:///C:/Users/vromero/Downloads/Student%20Teaching%20Application%20New%20Program%20-%20April%202018%20(3).pdf
LAFETRA COLLEGE OF EDUCATION

MULTIPLE AND SINGLE SUBJECT CREDENTIAL PROGRAM SIGNATURE PAGE

It is important for the student to read this handbook and to refer to it during their credential program. While the University will assist the student in planning the student’s progress through the course of study and activities described in this handbook, it remains the student’s responsibility to plan and achieve the requirements in a timely and satisfactory manner. The University processes and policies which the publications describe are not set forth as a promise to students that these will in every instance be precisely followed, but to help students understand the processes and policies the University currently follows. A student must remain in good standing within the University to remain eligible to pursue the credential program. Further, the University’s student conduct code and academic policies applicable to all the University’s students are reviewed in this handbook specifically for students in the LaFetra College of Education.

Students who would become teachers are seeking positions which our society deems as critically important. In the course of applying for and undertaking the credential program at the University, the faculty will be obliged to make assessments of the student’s academic performance and dispositions, using professional criteria in measuring the student’s fitness to enter the profession.

This handbook makes references to state credentialing in the field of teaching. A state’s requirements are subject to change. Therefore, the content of these publications, and the processes and policies which are described in them, may be changed or eliminated at any time.

I acknowledge that I have read the LaFetra College of Education Handbook for the Multiple and Single Subject Credentialing Program. I understand that I am responsible for understanding the content of this document.

Student's Name (Please Print) _____________________________________________________________

Student's Signature ____________________________________________________ Date ______________