

University of La Verne
LaFetra College of Education
PK-3 Early Childhood Education Specialists Instruction Credential

1. Program Summary

1.1 Proposed Delivery Models

The course of study within PK-3 Early Childhood Education Specialists Instruction Credential includes three modalities of delivery – face-to-face, fully online, and 50% face-to-face/50% online, which is considered Hybrid.

| Location | Delivery Model | Pathway |
|--|---|--|
| University of La Verne Main Campus | A combination of in-person, hybrid and asynchronous | Traditional fieldwork and student teaching |
| University of La Verne Main Campus | A combination of in-person, hybrid and asynchronous | Intern |
| University of La Verne Regional Campuses | A combination of in-person, hybrid and asynchronous | Traditional fieldwork and student teaching |
| University of La Verne Regional Campuses | A combination of in-person, hybrid and asynchronous | Intern |

1.2 Initial Program Summary

The Child Development B.S. has offered coursework on the main campus since 1971 and at regional campuses since 2001. Main campus students are comprised of traditional-aged students (ages 18-23) and returning adult students (through the Campus Accelerated Program for Adults, CAPA). Each full-time faculty member within the program serves as the lead course specialist for one or more courses. In this role, the lead course specialists oversee curriculum development and training for those who teach the course. Content, program policies, and guidelines are consistent for all students, regardless of where the program is delivered.

The PK-3 Early Childhood Specialist Instruction Credential coursework is grounded in the theoretical framework of developmentally, linguistically, and culturally responsive teaching and learning practices for the care and education of young children Preschool – grade 3.

PK- 3 Program Development

The University of La Verne PK-3 credential was written as a collaboration between the Early Childhood and Multiple Subject faculty. This collaborative model was first developed through the process we used in integrating the mild-moderate program into the multiple and single subject program as a trunk and branches approach. This multi-year process included meeting prior to the rewrite of the mild-moderate credential to build trust and create a shared vision. Syllabi were rewritten and updated using the expertise of faculty from both programs. The program was renamed to be called the Inclusive program. Special Education and General Education faculty co-taught courses together and continue to do so. This proved to be a key component in expanding the knowledge and skills of both faculty and truly make it a united program. The process and the results have been transformational for both the faculty and the students. We have spoken at conferences and written article about the transformation. Here is an example of one of the articles: [Link to SCPDS Page 9](#)

We want to build off this model for the PK-3 as faculty realizes the expertise of each area and how through collaboration we can grow and improve each program. As an example, the multiple subject classes need child development expertise and more on how to involve community, parents and guardians. Early Childhood needs additional experience on working with ELs and neurodiverse

learners. We are also using a trunk and branches strategy to capitalize on these strengths and needs. EDUC 426PK, EDUC 425PK and EDUC 492PK are part of the trunk, meaning PK-3 candidates and multiple subject candidates will take the courses together. Early Childhood and Multiple Subject faculty met weekly for 3 months to collaborate on re-writing these courses for this purpose. We plan to co-teach these courses once the credential is approved. EDUC 400PK, EDUC 401PK, and EDUC 403PK are all part of the branches. These are new courses that were written specifically for the PK-3. EDUC 497PK and EDUC 498PK courses are the final directed teaching. PK3 students will take this course in a cohort so that they can receive TPA specific support for their grade level focus. As with the inclusive transformation, we are excited about how the PK-3 is already improving and growing both programs and the faculty.

In the PK-3 ECE Specialists Credential program candidates will learn to observe, design, implement and facilitate learning through Developmentally Appropriate Practices (DAP), Inquiry Based Learning strategies (IBL), self-reflection on personal attitudes related to issues of privilege and explicit and implicit bias, child and adolescent growth and development, implications of neurodiversity, the classroom environment, working with families, and scaffolding children's learning while considering the developmental levels of children. A focus on Diversity, Equity and Inclusion is weaved throughout the courses and program. Candidates are taught to value each child's social, emotional, cognitive, linguistic and cultural experiences and to reflect on the PK-3 Teaching Performance Expectations to further their own professional development. Fieldwork is scaffold throughout the program to ensure candidate's responsibilities, in the classroom, and working with children are increased as they progress through the program. Fieldwork begins with observation, reflection, and eventually moves to application. Candidates receive continuous feedback from advisors, faculty, their fieldwork supervisor and their mentor teacher.

The credential authorizes the holder to teach all subjects in a self-contained general education classroom in preschool through grade 3.

Program Design

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

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

Structure of coursework and field experiences: The PK-3 ECE credential is comprised of a sequence of courses that integrate experiences in Child Development B.S. and Teacher Education. Our candidates complete the subject matter courses within the Child Development B.S. program and complete early fieldwork in both the undergraduate and credential programs. Candidates complete the pedagogy courses and supervised student teaching within the Teacher Education program.

Courses are designed to be delivered in a combination of face-to-face, online and hybrid. Beginning in fall 2021, the university restructured our calendar to align our campuses to offer courses in both 16-week semester and 8-week sessions. Classes are also offered during January (condensed 4-week term) and summer (10-week terms).

Communication: Communication with the faculty happens primarily through monthly meetings. LFCE hosts monthly college-wide meetings led by Dean Dr. MD Haque. Institutional level communication occurs at provost and dean level meetings, as well as through faculty involvement in university and college level committees. The Child Development B.S. and Teacher Education programs each hold monthly meetings for full time faculty to discuss program specific items, such as scheduling, adjuncts, supervisors, course design, curriculum updates and student concerns.

Means for stakeholder input: The LaFetra College of Education identified a core group of faculty to spearhead the development of the content for the college. This group of faculty then collaborated with key stakeholders from three local districts: Bonita Unified School District, Fallbrook Union Elementary School District, and San Diego Unified School. Credentialed TK-12 practitioners and administrators from these districts also serve as members of our advisory board, cooperative teachers and adjunct professors within our program, allowing them to provide informed input surrounding the development of this program.

Program Design Team & Partners

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

Coursework and Field Experience

Description of the sequence of coursework: The PK-3 sequence of courses integrates experiences in Child Development and Teacher Education courses, with emphasis on inclusion settings. Our candidates complete the subject matter courses within the Child Development B.S. program and complete early fieldwork in both the undergraduate and credential program to examine the universal content. Candidates complete the pedagogy courses within the Teacher Education program.

The course sequence was intentionally planned to start off with a course that covers the developmental trajectory of young children. A range of developmental theories covering cognitive, social-emotional, physical and creative development are discussed. A focus on including a variety of theoretical views, researchers and authors with varying perspectives is a priority of the program. This will assist to ensure that diversity, equity and inclusion are weaved throughout the program.

The first course is based on the concept of Inquiry-Based Learning as an effective strategy for learning and a variety of developmental theorists, EDUC 400PK. The next course brings in the concept that the classroom environment, both indoor and outdoor, is viewed as the third teacher and plays a significant role in development and learning, EDUC 401PK. The last course before transitioning to the pedagogical components of the program is an opportunity for candidates to reflect on their self and to determine strengths and opportunities for improvement that lead to personal and professional development, EDUC 403PK, Self-Care & Professional Effectiveness for Educators.

At this point candidates transition to the Teacher Education component of the program and begin the pedagogical preparation with the courses EDUC 425PK Development of Early Literacy and, EDUC 492PK Math & Science. The final two courses for the credential are EDUC 497PK, Introductory to Student Teaching and EDUC 498PK, Advanced Supervised. Candidates are evaluated and given feedback on their skills throughout the curriculum pathway.

Course Sequence

1. [EDUC 400PK](#) Early Development & Inquiry-Based Learning (3 units)
2. [EDUC 401PK](#) Creating Culturally Responsive Classroom Communities (3 units)
3. [EDUC403PK](#) PK-3 Self-Care & Professional Effectiveness for Educators (3 units)
4. [EDUC 425PK](#) Development of Early Literacy (3 units)
5. [EDUC 492PK](#) Math & Science (3 units) Fieldwork: As indicated in our [Clinical Teaching Overview](#), each course involves fieldwork related to the course content. Our program includes 200 pre-clinical fieldwork hours in the first three terms. In EDUC courses, candidates are placed in PK – 3 multiple subject classrooms that represent the demographic diversity of California. In these settings our candidates observe teaching and gradually practice small group and whole group instruction with support from a master teacher and a university supervisor. In the culminating semester, our candidates take an Introductory Directed Teaching course ([EDUC 497PK](#)), and an Advanced Directed Teaching ([EDUC 498PK](#)) course for a total of 400 hours. With early fieldwork and the final directed teaching experiences our candidates experience 600 hours of fieldwork. Candidates document their PK-TK and K-3 experiences using a Range of Settings Log:

| Candidate Name | PK or TK Placement | | | | | | K-3 Placement | | | | | |
|----------------|--------------------|----------|-----------------------|-------------------------|--|-----------------------------|---------------|----------|-----------------------|-------------------------|--|-----------------------------|
| | Placement: School | District | University Supervisor | LEA/ECE site supervisor | LEA/ECE site supervisor credential match | Hours Completed (200 - 300) | School | District | University Supervisor | LEA/ECE site supervisor | LEA/ECE site supervisor credential match | Hours Completed (200 - 300) |
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6. [EDUC 497PK](#) Introductory Supervised Teaching
7. [EDUC 498PK](#) Advanced Supervised Teaching

Fieldwork Supervision: Our schedule of fieldwork supervision is detailed in the [Clinical Teaching Overview](#). Candidates are assigned an EDUC fieldwork supervisor in their first term of the program. This supervisor meets with candidates 3-4 times a semester to discuss student classroom observations and to provide feedback on lesson plans and pre-clinical instruction. In all courses candidates receive feedback from their course instructors. Candidates in EDUC 497PK and EDUC 498PK receive 8 total observations and coaching meetings. Candidates receive feedback on fieldwork from School Site Support Providers and/or Master Teachers. School Site Supervisors are required to complete 10 hours of professional development. We address this in our Practitioner Guidelines Manual.

Assessment of Candidates

Candidates have a multiplicity of opportunity for feedback throughout the program. The PK-3 Specialists Teaching Credential candidate must obtain cleared fingerprints (Dept. of Justice and the Federal Bureau of Investigation, through the Fairplex Child Development Center. A record of current immunizations must be submitted to the program advisor and/or faculty member.

As candidates progress through the program they are assessed for program competencies and on The California PK-3 Specialists Teaching Credential Teacher Performance Expectations (TPEs). They are provided [TE Handbook](#), professional dispositions and CTC TPEs upon program entry, and are given detailed syllabi for each class, with assessments indicated. Our Fieldwork BlackBoard Site outlines all fieldwork expectations, including evaluation feedback. The TPE's are addressed in all courses with a specialty in each area.

2. Organizational Structure

2.1 [Organizational Chart](#)

3. Course Sequence & Faculty Qualifications to Teach Courses

3.1 Course Sequence

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

3.2 Number of Faculty

| | Full-time | Part-Time | Adjunct |
|--------------------------------|-----------|-----------|---------|
| Child Development BS Program | 2 | 1 | 4 |
| Teacher Credentialing Programs | 6 | | |

3.3 Faculty Qualifications and Courses

[EDUC 400PK Early Development & Inquiry-Based Learning](#)

[Holly Buckley](#) Full-time, Instructor, Non-tenure Track

[Cindy Giaimo-Ballard](#) Full-time, Non-tenure Track, Associate Professor, Program Chair

[EDUC 401PK Creating Culturally Responsive Classroom Communities](#)

[Cindy Giaimo-Ballard](#) Full-time, Non-tenure Track, Program Chair, Associate Professor

[Amy Blandford](#) Full-time, Assistant Professor

[EDUC 403PK Self-Care & Professional Effectiveness](#)

[Brianna Ballard](#), Adjunct

[Cindy Giaimo-Ballard](#), Associate Professor, Program chair

[EDUC 425PK Development of Early Literacy](#)
[Marga Madhuri](#) Full-time, tenured Full Professor
[Amber Bechard](#) Full-time, tenured Associate Professor

[EDUC 492PK Math & Science](#)
[Jessica Decker](#) Full-time, tenured Full Professor
[Valerie Beltran](#) Full-time, tenured Full Professor

[EDUC 497PK Introductory Student Teaching](#)
[Shana Matamala](#) Full-time, Associate Professor

[EDUC 498PK Advanced Supervised Teaching](#)
[Shana Matamala](#) Full-time, Associate Professor

4. [Course Matrix](#)

5. Standard-Specific Evidence for Standards 4, 7, and 8

The elements below are standard-specific and include an Evidence Guide for each standard.

- 5.1: [Program Standard 4: Equity, Inclusion, and Diversity](#)
- 5.2: [Program Standard 7: Effective Literacy Instruction in PK-3 Settings](#)
- 5.3: [Program Standard 8: \(Mathematics\) Evidence Guidance](#)

6. Fieldwork and Clinical Practice

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| Required Exhibits: |
| 6.1 Table denoting the planned number of hours of fieldwork, clinical practice |
| 6.2 Draft MOU or Agreement for placements |
| 6.3 Proposed/Draft veteran practitioner training material |
| 6.4 Documentation to track candidate placements |
| 6.5 Clinical practice handbook/manual-draft is acceptable |
| 6.6 Fieldwork/clinical practice syllabi-draft is acceptable |
| 6.7 Clinical practice assessment instruments |

6.1 Table denoting number of hours of fieldwork, clinical practice

Preliminary PK – 3 ECE Specialist Instruction Credential Fieldwork Hours at a Glance

| | Early Fieldwork | | | | | | Intro Student Teaching | Advanced Student Teaching | Overall Total |
|-----------------|-----------------|------------|------------|------------|------------|-------------|------------------------|---------------------------|---------------|
| Course | EDUC 400PK | EDUC 401PK | EDUC 403PK | EDUC 425PK | EDUC 492PK | Total Early | EDUC 497PK | EDUC 498PK | |
| Fieldwork Hours | 170 | | | 20 | 10 | 200 | 150 | 250 | 600 |

6.2 Signed MOU or Agreement for each placement

- 6.2.1 [Sample MOU](#)
- 6.2.2 [List of Districts with Signed MOUs](#)

6.3: Proposed/Draft training materials that will be used to train **veteran practitioners** serving in support and/or supervisory roles that demonstrate alignment with the requirement in the standards.

This will be posted in the handbook as soon as the program is approved. The handbook is provided to all students and posted [Teacher Education Clinical/Student Teaching website](#)

6.4: Range of Settings Log

| Candidate Name | PK or TK Placement | | | | | | K-3 Placement | | | | | |
|----------------|--------------------|----------|-----------------------|-------------------------|--|-----------------------------|---------------|----------|-----------------------|-------------------------|--|-----------------------------|
| | Placement: School | District | University Supervisor | LEA/ECE site supervisor | LEA/ECE site supervisor credential match | Hours Completed (200 - 300) | School | District | University Supervisor | LEA/ECE site supervisor | LEA/ECE site supervisor credential match | Hours Completed (200 - 300) |
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The process for placement is included in the candidate [handbook](#) (pg 11):

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. For in person fieldwork the Clinical Teaching Office, communicates with candidates about their placement including location, preferences, and takes into consideration university/districts return policies before confirming placements. Please note that because of COVID, alternative fieldwork will be utilized for first term candidates Fall 2022. Use the following requirements when requesting your four choices:

- o You may **not** contact a school district or school regarding your placement.
- o You may **not** request a placement where you have a child attending, or a close friend or relative working.
- o The school district and the school-site have the final decision as to whether or not they can accept your request.
- o 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.
- o 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.

As indicated in our [Clinical Teaching Overview](#), each course involves fieldwork related to the course content. Our program includes 200 pre-clinical fieldwork hours within the Child Development B.S. program and the pedagogy courses. The range of Clinical Practice experiences provided includes supervised early field experiences, Introductory Directed Teaching course ([EDUC 497PK](#)), and an Advanced Directed Teaching ([EDUC 498PK](#)) course for a total of 400 hours. Clinical practice experiences include two different grade levels within the PK-3 grade range including at least 200 hours in a preschool (PK) and/or transitional Kindergarten (TK) setting and a minimum of 200 hours in a Kindergarten through third grade (K-3) setting. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor’s classroom.

Candidates are placed in PK – 3 multiple subject classrooms that represent the demographic diversity of California. In these settings our candidates observe teaching and gradually practice small group and whole group instruction with support from a master teacher and a university supervisor. In the culminating semester, our candidates take an Introductory Directed Teaching course ([EDUC 497PK](#)), and an Advanced Directed Teaching ([EDUC 498PK](#)) course for a total of 400 hours. With early fieldwork and the final directed teaching experiences our candidates experience 600 hours of fieldwork. Candidates document their PK-TK and K-3 experiences using a Range of Settings Log (above).

6.5: Provide published or draft manuals or handbooks or advising materials that provide information to the **district and candidates** about expectations within the clinical experience including appropriate placements, veteran practitioner support, and information about clinical practice assessment.

Our University Supervisors conduct a Meet and Greet training with Site- Supervisors for the first fieldwork class and the start of student teaching.

The [Teacher Education Clinical/Student Teaching website](#) has videos that explain the fieldwork components. We belong to the CoureNetworking site so that Site-Supervisors can complete the required 10 hours of training.

University Supervisors are trained two times a year. All training documents are located on a shared drive).

Our student teachers are observed 10 times during student teaching by their University Supervisor and three times by their Site-Supervisor. The University Supervisor explains this process during the Meet and Greet and holds collaborative post observation conferences throughout the semester with the candidate and the Site-Supervisor.

Candidates attend an orientation prior to the start of student teaching. The University supervisor holds a Meet and Greet with the candidate and the Site-Supervisor to go over the philosophy and requirements of student teaching. Candidates and University Supervisors evaluate Site Supervisors at the end of each semester. Candidates also evaluate University Supervisors. All evaluations are on Qualtrics.

6.6: Draft syllabi for supervised clinical experiences. The syllabi must include information regarding how the candidate will be assessed during clinical practice.

Introductory Directed Teaching course ([EDUC 497PK](#))

Advanced Directed Teaching ([EDUC 498PK](#))

6.7: Copies of blank clinical practice assessment instruments must be provided.

<https://education.laverne.edu/accreditation/wp-content/uploads/sites/2/2023/11/PK3-Observation-Form.pdf>

7. Implementation of a Teaching Performance Assessment (TPA)

Required Exhibits:

- 7.1 Identification of TPA model to be used
- 7.2 Name of TPA Coordinator or job description if position is vacant
- 7.3 Link to policy for candidate placement that includes the provisions for videotaping
- 7.4 Statement indicating if the program will use centralized scoring or a local scoring option, if local scoring, include potential assessors
- 7.5 Link to document candidates will receive explaining appropriate use of materials
- 7.6 Link to the Appeal Policy
- 7.7 Link to the Remediation Policy

7.1: Identification of which TPA model the proposed program will use.

The University of Laverne teacher education program uses the CalTPA model (Until there is a PK-3 ECE TPA). Dr. Shana Matamala is the Director of Teacher Education and is the coordinator of the Teacher Performance Assessments. For PK-3 candidates, the Multiple Subject TPA is being used but must be completed in grades TK, K, 1, 2, or 3.

7.2: Identification of TPA Coordinator or, if position is currently vacant, the job description for the position.

<https://laverne.edu/directory/person/shana-matamala/>

7.3: A link to the policy for candidate placement that includes the provisions for videotaping.
Placement Policy for Candidates in the PK3 Credential Program:

- The school must be WASC accredited.
- The position must be at least a 75% teaching contract.
- 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 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.

7.4: Statement indicating if the program will use centralized scoring or a local scoring option. If using a local scoring option, provide a list that identifies potential assessors for the performance assessment.
As of September 2018, the teacher education program uses centralized scoring as per the state requirement. All of the candidates have access to necessary material including video instructions, permission slips and waivers posted on Blackboard.

7.5: Provide a link to the document that candidates will receive explaining the appropriate use of materials.

TPA Assessment guides

[TPA Assessment guide # 1](#)

[TPA Assessment guide # 2](#)

7.6: Provide a [link to the Appeal Policy](#) for candidates regarding the TPA.

7.7: Provide a [link to the Remediation Policy](#) for candidates who need additional support passing the TPA.

8. Candidate Advising, Support, and Credential Recommendation Process

Required Exhibits:

- 8.1 Description of process ensuring appropriate recommendation
- 8.2 Proposed candidate progress monitoring document
- 8.3 Description of IDP process and blank IDP form

8.1: Provide a brief description (300 words or less) of the proposed program's process to ensure that only qualified candidates will be recommended for the PK-3 ECE Specialist Instruction credential.

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify that educational specialist program candidates meet all legal requirements prior to receiving a recommendation for the credential.

All program courses are documented on candidate transcript. At the end of the program, a credential analyst uses Degree Tracker or the DPE (Degree Program Evaluation) to verify all credential requirements are satisfied.

8.2: Provide a link to or, if housed on an internal data system, screenshots of the program’s proposed candidate progress monitoring document or other tracking tool that will be used to verify that candidates have met all requirements for the proposed program prior to recommendation.

Link to [Handbook](#) (pg 18): The University of La Verne uses the program MyDegree Tracker as a form of tracking degree requirements, course sequencing, and student information. The link to this can be found in each students’ La Verne Portal under quick links. Only the student and their designated faculty advisors have access to MyDegree Tracker.

MyDegree Tracker

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

| | | | |
|--------------------------|--------------------------------|----------------------|------------------------------|
| Student | TESTSTUD2, TESTSTUD2 | Level | Graduate |
| ID | 10910464 | Degree | Teaching Multiple Subject MA |
| Class | Graduate | College | LaVerne College of Education |
| Advisors | Beltman, Irene, Stamp, Karen M | Major | Teaching Multiple Subject |
| La Verne GPA | 4.00 | Concentration | |
| Overall GPA | 0.00 | Minor | |
| Academic Standing | Good Standing | Campus | Main Campus |
| Catalog | Fall 2021 | Substitution | |

Degree Progress

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

Requirements:
Semester Hours

Degree MA Teaching - Multiple Subject

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

Required Hours: 30 SH completed or completed 25 SH & currently enrolled in 6 SH. To apply, students must submit an Application for Advanced Standing form with approval of their program advisor, along with an Application for Graduation and graduation fee. Master's degree candidates must have received Advanced Standing prior to the beginning of the semester/term for which they plan on registering for their culminating activity.

Advanced Standing **Still Needed**

Degree Works Report

- Option 0-Child Development** **Still Needed** (You must complete all of the following) or
 - Child Development Core Elective** **Still Needed** (1 Class in ABCD 010 or 011 or 000) and
 - Child Development Required Core** **Still Needed** (3 Classes in ABCD 000 and 001 and EDUC 000)
- Option 0-Distancer Teaching and Learning** **Still Needed** (16.00 Semester Hours in EDUC 010 or 010 or 001 or 000)
- One Core Option needs to be officially declared for this Program**

MULTIPLE SUBJECT CANDIDATES

- Language and Literacy, Multiple Subject** **Still Needed** 9 Class in EDUC 420
- Intermediate Teaching Practices, Multiple Subject** **Still Needed** 9 Class in EDUC 420
- Advanced Teaching Practices, Multiple Subject** **Still Needed** 9 Class in EDUC 440
- Subject Specific Pedagogies - History, PE and Visual Performing Arts** **Still Needed** 9 Class in EDUC 401
- Subject Specific Pedagogies - Math and Science** **Still Needed** 9 Class in EDUC 402
- Intermediate Supervised Teaching** **Still Needed** 9 Class in EDUC 407
- Advanced Supervised Teaching** **Still Needed** 9 Class in EDUC 408
- CECL Speech Verification** **Not Needed** Student verification was completed during CECL course SPEECH 000 Public Speaking
- CECL Candidate Verification** **Not Needed** The CECL Candidate requirement was met for meeting CECL course PE 000 PE 000
- Health Education** **Not Needed** Candidate completed the required Health Education course - Health for Teachers
- CECL Certificate of Clearance**
- CPE Certification**
- Exemptions Clearance**
- CBET Exam**
- NGA Exam**
- CBET Exam**

8.3: Provide a description of the program’s process for developing the candidate’s [Individual Development Plan \(IDP\)](#), who is involved in that process, and when it occurs. Include a link to the IDP form.