LaFetra College of Education
Undergraduate Child Development Program

STUDENT HANDBOOK
Table of Contents

Welcome ........................................................................................................................................3

Regional Campus Locations and Financial Aid .................................................................4

University of La Verne Mission Statement .................................................................4

Undergraduate Child Development Program Standards and Student Learning Outcomes ..........................................................................................................................5-7

Program Assessments: Developmental Knowledge Exam (DKE) and TaskStream ..........................................................................................................................7-8

Dispositions ................................................................................................................................8

Standards of Conduct ..............................................................................................................9

Community Service/Community and Civic Engagement ..................................................9

Academic Requirements for Graduation and Core Requirements .......................................9-10

Fingerprinting and Required Immunizations .....................................................................11-12

Practicum and Field Study Requirements ..........................................................................12

Overview of ePortfolio Requirements ..............................................................................12-13

Departmental Honors ...........................................................................................................13-14

Academic Preparation: Academic Success Center and Wilson Library ..............................14-15

Other Services: Disabled Student Services and Student Health Services ..........................15

Grading Policy .......................................................................................................................15

Plagiarism Policy ..................................................................................................................16-17

Technology Requirements/Blackboard ...............................................................................18

Handbook Agreement ...........................................................................................................19

2017 - 2018
Welcome

Welcome to the University of La Verne Child Development Program! We are very pleased that you have chosen to pursue your Bachelor of Science degree with the University of La Verne, and hope that this handbook will provide answers to many questions you may have about the program.

Please feel free to contact any of the faculty below if you have questions or concerns:

**CHAIR**
Cindy Olivas, Ed.D.
Associate Professor of Education
Chair, Child Development Program
(909) 448-4657
colivas@laverne.edu

**FACULTY**
Cindy Giaimo-Ballard, Ed.D.
Associate Professor of Education
Regional Academic Coordinator
(909) 448-4649
cgaiamo-ballard@laverne.edu

**DEANS**
Kimberly White-Smith, Ph.D.
Dean, La Fetra College of Education
kwhite-smith@laverne.edu

Denise Kennedy, Ph.D.
Associate Professor of Education
(909) 448-4389
dkennedy@laverne.edu

Lynn Stanton-Riggs, Ph.D.
Assistant Dean,
La Fetra College of Education
lstanton-riggs@laverne.edu

Judy Krause, Ed.D.
Assistant Professor of Education
Regional Academic Coordinator
(909) 448-4603
jkrause@laverne.edu

**INSTRUCTOR OF CHILD DEVELOPMENT**
Holly Buckley, M.A.
Instructor of Child Development
(909) 448-4907
hbuckley@laverne.edu

Susan Walsh, Ed.D.
Assistant Professor of Education
(805) 746-2565
swalsh@laverne.edu
La Verne’s Bachelor of Science in Child Development is designed for students planning careers in early childhood education in public or private schools, and/or social service agencies. The primary focus of the program is the growth and development of children in relation to their families, schools, and communities. The Child Development Major is designed as a complete four-year program at La Verne, but it also complements community college programs in Early Childhood Education. Progression through the program requires assessment; advisors review assessment requirements with students when they enter the program.

For full program requirements information, please visit the catalog, available at: http://laverne.edu/catalog/program/bs-child-development/

Regional Campus Locations

**High Desert**
15447 Anacapa Rd., Suite 100
Victorville, CA 92392
(760) 955-6440

**San Fernando Valley**
4001 W. Alameda Ave., Suite 300
Burbank, CA 91505
(818) 295-6500

**Inland Empire**
3237 Guasti Road, Suite 300
Ontario, CA 91761
(909) 937-6985

**Ventura County**
500 Esplandade Drive, Suite 1000
Oxnard, CA 93036
(805) 981-6020

**Orange County**
2855 Michelle Drive, Suite 250
Irvine, CA 92606
(714) 505-6936

**Financial Aid**

Admission to the University is required before the financial aid application can be processed. Students who wish to receive financial aid for their education should begin the application process at the time they apply for admission to the University of La Verne. If you have any questions regarding the financial aid process please call (800)649-0160 to speak to a financial aid advisor.

**Mission Statement**

La Verne’s Child Development Program is a leader in educating students in the dynamic integration of theory, research, and practice in early childhood education, while incorporating National Association for the Education of Young Children (NAEYC)
University of La Verne
LaFetra College of Education
Undergraduate Child Development Program

standards. Faculty and students are committed to the following core concepts as the basis of excellence in the field of child development:

• Caring relationships are the foundation of healthy human development.
• Lifelong learning is the cornerstone of excellence in teaching.
• Celebrating diversity enriches and strengthens individuals, families, and communities.

Undergraduate Child Development Program Standards and Student Learning Outcomes

The Undergraduate Child Development Program Outcomes are based on the NAEYC Standards for Initial Early Childhood Professional Preparation (2013), the University of La Verne Baccalaureate Goals (2013) and Western Association of Schools and Colleges Senior College and University Commission (WSCUC) Core Competencies (as defined by the program).

NAEYC Professional Standards

• Standard 1. Promoting child development and learning
• Standard 2. Building family and community relationships
• Standard 3. Observing, documenting, and assessing to support young children/families
• Standard 4. Using developmentally effective approaches
• Standard 5. Using content knowledge to build meaningful curriculum
• Standard 6. Becoming a professional
• Standard 7. Early childhood field experiences

University of La Verne Baccalaureate Goals

Every student from the University of La Verne will graduate with:

• broad knowledge and appreciation of the liberal arts integrated with a depth of knowledge in a specialized discipline.

• ability to think critically and creatively, and apply those skills toward resolution of local, national and global problems.

• excellence in written, oral, and creative expression through a variety of traditional and contemporary media.

• effective leadership and teamwork skills with cultural competence.

• commitment to ethical, environmental, and social responsibility accompanied by civic and community engagement.
Child Development Interpretation of WSCUC Core Competencies

- **Critical Thinking** - the ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do, through open-mindedness and motivation to seek the truth

- **Oral Communication** - spoken language for informational, persuasive, and expressive purposes, while also using visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience

- **Written Communication** - the development and expression of ideas in writing, involving learning to work in many genres and styles, while utilizing many different writing technologies and mixing texts, data, and images

- **Quantitative Reasoning** - the ability to apply and analyze mathematical concepts, judge reasonableness, and communicate quantitative information, in order to solve everyday issues and questions, while recognizing the limits of mathematical or statistical methods

- **Information Literacy** - the ability to recognize when information is needed and have the ability to locate, evaluate, and use the needed information for a wide range of purposes, both ethically and legally

Program Learning Outcomes

**Program Learning Outcome 1:** Students will demonstrate knowledge of young children’s characteristics and needs as they plan for, and reflect upon their interactions with children and families.

*Meets NAEYC Professional Standard 1; Baccalaureate Goal 1; WSCUC Core Competency – Critical Thinking

**Program Learning Outcome 2:** Students will express themselves verbally and in writing to parents, families, and colleagues using approaches that foster positive reciprocal relationships, illustrate sound knowledge of early childhood development and family diversity, and when applicable, integrate the elements of American Psychological Association (APA) writing style.

*Meets NAEYC Professional Standard 2; Baccalaureate Goal 3; WSCUC Core Competencies Writing & Oral Communication

**Program Learning Outcome 3:** Students will utilize observation, documentation, and reflection as central components of valid pedagogy assessment and select appropriate approaches, instructional strategies, and tools to positively influence each child’s development.

*Meets NAEYC Professional Standard 3; Baccalaureate Goal 1; WSCUC Core Competency Critical Thinking
Program Learning Outcome 4: Students will identify, access, and utilize research-based information to expand their knowledge of child development and become aware of the broader contexts and challenges within the field of early childhood education, taking into consideration current issues and trends that may affect their work with children, parents, and families.

*Meets NAEYC Professional Standard 4; Baccalaureate Goal 2; WSCUC Core Competencies Information Literacy & Quantitative Reasoning

Program Learning Outcome 5: Students will apply their knowledge of early childhood development, differentiated teaching instruction, domains of learning, and universal access to evaluate curriculum standards and models, and create meaningful learning experiences for children.

*Meets NAEYC Professional Standard 5; Baccalaureate Goal 1; WSCUC Core Competency Critical Thinking

Program Learning Outcome 6: Students will think ethically, critically, and reflectively when making decisions pertaining to children and early childhood practices, and professional development while displaying positive dispositions as identified in the NAEYC Professional Standards, the NAEYC Code of Ethics, and the CEOL Student Disposition statement.

Meets NAEYC Professional Standard 6; Baccalaureate Goals 2 & 5; WSCUC Core Competency Critical Thinking

Program Learning Outcome 7: Students will participate in independent fieldwork practice, supervised teaching experiences, and service learning projects in two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) within two distinct early childhood settings (infant/toddler, child care center, home care, school districts, Head Start programs, private institutions, lab schools, etc).

Meets NAEYC Professional Standard 7; Baccalaureate Goal 4 & 5; WSCUC Core Competencies Writing & Oral Communication

Program Assessments

Developmental Knowledge Exam (DKE)

The DKE is an assessment of the most important concepts in child psychology and development. Passing the DKE with a score of 70% or better indicates that a student possesses the knowledge necessary to complete upper-division coursework at the University of La Verne. The DKE is given after the completion of EDUC 350, Child Psychology and Development. The exam is administered for Regional Campus students at the Regional Campus (1-2 weeks after they have completed the course) and 3 times throughout the year on the Main Campus. Students have a maximum of 3 hours to complete the exam.
TaskStream
www.taskstream.com  (800)311-5656

TaskStream is an electronic repository that houses assessment data. The Child Development Program utilizes TaskStream to meet Council for the Accreditation of Educator Preparation (CAEP) requirements in five key assessments. All Child Development students MUST register for TaskStream at www.taskstream.com. Specific TaskStream information will be available in courses requiring TaskStream submission.

Dispositions

Dispositions are behaviors characterized by attitudes toward activities such as work, teaching, or care giving. The Council for Accreditation of Educator Preparation (CAEP) has defined dispositions as the ability to apply knowledge and skill in classrooms in order to teach all children.

The faculty of the College of Education and Organizational Leadership has described eight dispositions (listed below) that are believed to be consistent with our values. These dispositions represent the behavioral expectations of students as they grow through the program. It is the expectation of the faculty that students will display most of these dispositions at entry to the program. It is also expected that student’s dispositional behaviors will grow and improve as they progress through their respective programs. Students are required to read about dispositions and sign the Dispositions Agreement Form stating they understand what the dispositions are and agree to abide by these behaviors. The Dispositions Agreement Form is included at the end of this handbook.

Intellectual Commitment: Will demonstrate formal thinking capacity (thinks critically, collects and analyzes data, anticipates multiple consequences, makes sound decisions, and is open to alternative viewpoints).

Respectfulness: Will appropriately respond to and communicate with others, including hearing feedback and responding constructively to criticism. Is reflective and willing to wrestle with ideas outside of his or her cognitive framework.

Professionalism: Will demonstrate awareness of personal and professional style, strengths, and weaknesses. Monitors personal and professional performance and plans appropriate self-improvement. Has a sense of humor and can relate happily with students, faculty, and others in a flexible non-defensive manner.

Empathy: Will demonstrate patience, flexibility, and compassion in working with others. Is normally relaxed around adults and children.
Socio-cultural Competence: Is able to give students positive attention and reinforcement. Demonstrates good attending behavior and is respectful of differences in values, styles, and cultures.

Responsibility: Takes responsible action when faced with problems and conflicts. Communicates directly and willingly accepts responsibility for errors or negative impact on others.

Commitment to Professional Development: Enjoys and is committed to learning about, with, and from students, peers and faculty. Open to new ideas and feedback in order to remain current and committed to the profession.

Ethical Behavior: Maintains the highest level of integrity, honesty, confidentiality, and fairness both personally and professionally at all times.

Standards of Conduct

Classroom Conduct Policy (from La Verne catalog)

Instructors are responsible for presenting appropriate material in courses, and students are responsible for learning this material. Although it is a student’s academic performance that is evaluated in determining grades, student conduct is important in the academic setting. Enrollment in a class may be terminated due to unsatisfactory student conduct, undue disrespect toward an instructor or administrator, or academic dishonesty. Each student is responsible for maintaining standards of academic performance established for each course in which he or she is enrolled.

Community Service/Community and Civic Engagement

EDUC 454P Early Childhood Student Teaching is a course that embeds the University of La Verne’s required Community Service/Community and Civic Engagement component *. Students complete 25 hours of service during the term they are enrolled in EDUC 454P. The service learning component strives to help students think critically about issues facing today’s society and to make these issues personally meaningful.

*Please see current catalog for most current graduation requirements

Academic Requirements for Graduation

All University of La Verne Undergraduate Child Development students must complete the following requirements for the Bachelor of Science degree*:

- A minimum of 128 semester units
- A minimum of 44 units in residency at the University of La Verne
- A minimum of 44 upper division units

* Please see current catalog for most current graduation requirements
Core Requirements

Some courses may be transferred into the program from another college. Courses that must be completed at the University of La Verne are italicized. Not all courses with the same name at another college are equivalent to University of La Verne courses. Before taking coursework at another college, please see your academic advisor for transferability*.

Prerequisites:
WRT 110 College Writing A
WRT 111 College Writing B
EDUC 251 Principles and Practices for Early Childhood Education
EDUC 253 Child, Family, and Community

Core Requirements: 20 semester hours
EDUC 350 Child Psychology & Development (4)
EDUC 352 Writing for Child Development (4)
EDUC 452 Parenting Theory in Culture Contexts (4)
EDUC 454P Early Childhood Practicum (4)
EDUC 499 Senior Project (4)

Teaching Concentration Requirements: 24 semester hours
EDUC 254 Health, Safety, and Nutrition (4)
EDUC 353 Teaching in a Diverse Society (4)
EDUC 354P Child Observation and Assessment Practicum (4)
EDUC 448 Math for Young Children (4)
EDUC 449 Early Childhood Literacy (4)
EDUC 459 Curriculum for Young Children (4)

Specialization Requirements: 6 semester hours
Early Childhood Special Education**
SPED 455 Introduction to Early Childhood Special Education (4)
and
Special Education Course selected in consultation with advisor (2)

OR
Infant/Toddler**
EDUC 451 Infant/Toddler Development (4)
and
EDUC 447 Infant/Toddler Curriculum (2)

* Please see current catalog for most current graduation requirements
** Coursework to fulfill a second specialization-see above
Additional EDUC courses are available for students seeking elective units

Child Development Statute of Limitations
Due to continuous changes in the field of education, admissible transfer courses must be taken within the last ten years at an accredited university or college. Additionally, courses
previously taken at the University of La Verne must be no more than ten years old to be accepted into the current degree. Exceptions subject to departmental appeal.

**Fingerprinting**

All students admitted to the Child Development Program MUST obtain a fingerprint clearance through the California Department of Social Services, Community Care Licensing Division (CCLD) with the Fairplex Child Development Center as the designated facility. This will ensure the ability to participate in any of the assignments that include observations of young children and environments at selected field study sites.

Individuals who have received a fingerprint clearance through other California agencies, employers, other states or government agencies are **NOT** exempt from obtaining a fingerprint clearance through CCLD for admittance into La Verne's Child Development Program.

The University of La Verne **REQUIRES** students to be **FULLY CLEARED** through the CCLD as you need the clearance to work with young children (0-5 years) in the state of California. Clearance transfers and Criminal Record Exemptions will **NOT** be accepted.

Fingerprint clearance paperwork can be obtained from a student’s Child Development Advisor. A list of Live Scan locations is available from: https://www.certifixlivescan.com/category/fingerprinting-service-locations/california

**Required Immunizations**

Proof of current state mandated immunizations and negative TB results are required for admittance to the Child Development Program. Students MUST provide proof of immunization to their Child Development Advisor before beginning observations.

Senate Bill (SB) 792 mandates that “commencing September 1, 2016, a person shall not be employed or volunteer at a day care center if he or she has not been immunized against influenza, pertussis, and measles. Each employee and volunteer shall receive an influenza vaccination between August 1 and December 1 of each year” (Section 1596.7995 Health and Safety Code).

SB 792 further provides for physical or medical exemptions of the pertussis, and measles immunizations; “the person submits a written statement from a licensed physician declaring that because of the person’s physical condition or medical circumstances, immunization is not safe”.

The law also provides for an option of a yearly exemption of the influenza vaccine; “the person submits a written declaration that he or she has declined the influenza vaccination”. 

2017 - 2018
Consistent with the Child Development Program philosophy and values statement, students have the opportunity to experience applying theory to practice, and to observe child growth and development in developmentally appropriate early childhood programs. Practicum hours and field study placements in high quality programs promote these experiences.

The following courses require practicum/field study hours outside of class time:

- EDUC 350 (15 hours)
- EDUC 448 (15 hours)
- EDUC 449 (15 hours)
- EDUC 451 (15 hours)
- EDUC 452 (15 hours)
- EDUC 453B (15 hours)

A certificate of completion will be awarded upon completion of the above hours.

The following courses require field study hours at an approved site selected by Child Development faculty:

- EDUC 354P (60 hours)
- EDUC 454P (100 hours*)

*Currently employed students working 6 hrs. or more per day five day per week in a licensed childcare center, will complete 80 hrs. Location and hours must be verifiable.

Overview of the ePortfolio Development

What is an ePortfolio?
An ePortfolio is a purposeful electronic collection of artifacts that demonstrate:

- student’s personal reflections on the learning journey.
- achievement of academic expectations and
- knowledge and skills for professional application.

What is an Artifact?

- An artifact is an assignment completed in La Verne’s Child Development program that indicates achievement of a goal and attainment of knowledge and skills.
- An artifact may also be an illustrative or photographic display, a video, or some other form of medium that demonstrates the achievement of a goal and attainment of knowledge and skills.

The ePortfolio benefits students by:

- documenting their best work and demonstrating they have accomplished required knowledge, skills and dispositions.
- engaging them in reflective practice.
University of La Verne  
LaFetra College of Education  
Undergraduate Child Development Program

- connecting learning across courses and tying theoretical knowledge to artifacts and to quality standards of what is expected in the field.
- building personal and academic identities as they complete assignments and reflect on their capabilities and progress.

Throughout the undergraduate program in Child Development at the University of La Verne, each student builds their e-portfolio in Digication, the electronic portfolio platform implemented at the University of La Verne. The content in the e-portfolio serves as evidence toward meeting Child Development Program Learning Outcomes and University of La Verne Baccalaureate Goals and Learning Outcomes. It is important that students begin collecting artifacts for their e-portfolio in the first course at the University of La Verne. All Child Development students are required to attend an ePortfolio training. During senior year, students submit the e-portfolio in EDUC 499 Senior Project as demonstration of their skills and knowledge of child development and issues surrounding the field.

**Departmental Honors**

Departmental Honors are granted to undergraduate students who demonstrate a high level of achievement in their majors. Departmental Honors will be awarded to honors applicants scoring 90% or above on the Child Development Honors Rubric. The Rubric is based on a Departmental Honors Essay, a high-quality senior thesis/project and a minimum GPA of 3.6 in the major and 3.0 overall.

Departmental Honors Essay Criteria:
- address a “defining moment” in the Child Development program that speaks to the path of professionalism.
- address at least one of the University of La Verne College of Education and Organizational Leadership Dispositions in regards to the Child Development student’s personal and professional growth.

The following criteria MUST also be met:
- Receive a minimum 3.0 GPA overall (including transfer courses).
- Receive a minimum 3.6 GPA in the major. This includes courses taken at the University of La Verne and all other institutions.
- High quality senior project. MUST receive an A or A- in EDUC 499
- Score 90% or above on the Child Development Department Honors Rubric

The following documents are due by the date printed below:
- Application for Departmental Honors in Child Development (attached)
- Departmental Honors Essay
- Unofficial University of La Verne transcripts, with transfer courses included (available by downloading from the MyLaVerne site on the University of La Verne homepage)
Send all documents by the due date to your Academic Advisor:

<table>
<thead>
<tr>
<th>Anticipated Degree Completion Term</th>
<th>Deadline to submit Departmental Honors Application to your Academic Advisor</th>
<th>Qualify for the following commencement ceremony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Term (mid August)</td>
<td>June 15</td>
<td>Winter Commencement</td>
</tr>
<tr>
<td>Fall Term (December)</td>
<td>November 1</td>
<td>Winter Commencement</td>
</tr>
<tr>
<td>Winter Term (mid March)</td>
<td>January 25</td>
<td>Spring Commencement</td>
</tr>
<tr>
<td>Spring Term (May)</td>
<td>April 10</td>
<td>Spring Commencement</td>
</tr>
</tbody>
</table>

While a student’s name may appear in the commencement program, in progress grades may affect departmental honor status.

Questions about Departmental Honors may be directed to your Academic Advisor.

**Academic Advising**

The University of La Verne values academic advising as an important part of the unique La Verne experience. All undergraduate students in the Child Development program will be assigned a Child Development Advisor. Academic advising, graduation requirements, departmental honors, and other academic questions can be addressed by your Child Development Advisor.

If a student does not enroll in the courses as scheduled, the University of La Verne cannot guarantee the missed course(s) will be offered at a convenient time or location to the student. This may affect the student's financial aid and/or graduation timeline. Students should receive approval before deviating from the schedule recommended by their Child Development Advisor.

**Academic Preparation**

The courses in the Child Development Program presuppose college level writing and research skills. All Child Development courses REQUIRE papers be written in APA (6th edition) format. Students who need help with writing or research may find the following services helpful.

**Academic Success Center (ASC)**
http://sites.laverne.edu/academic-success-center/  (909) 448-4342

Through group, individual, and online tutoring, the ASC supports the academic thriving of all students in all degree programs on all La Verne campuses. The ASC, prioritizes students’ success over the long term, not on a particular assignment, even though a particular assignment
or test or tricky concept is often what first brings a student to ASC. Tutors are trained to model the kinds of active questioning that drive the learning process, and work to connect students with their own curiosity about what they’re learning. The ASC wants students to feel empowered and self-motivated with their studies.

**Wilson Library**
http://library.laverne.edu/ (909) 448-4301 or 1-800-866-4858

The Wilson Library is available to all University of La Verne students, faculty and staff. A valid University of La Verne ID is necessary for most services, including checking out books and browsing databases. Please check with the library for current operating hours.

**Other Services**

**Disabled Student Services**
http://sites.laverne.edu/disabled-student-services/ (909) 448-4441

Disabled Student Services is committed to assuring every student with a documented physical, psychological and/or learning disability access to appropriate academic adjustments and/or auxiliary aids and to empower those students to use their full potential. The goal is to ensure full participation in the University's educational programs and student activities whenever possible.

**Student Health Services**
http://sites.laverne.edu/health-services/ (909) 448-4619

Student Health Services is located on the Main Campus in La Verne on the west side of “E” Street, between 1st and 2nd Streets. Please contact Student Health Services directly with any questions.

**Grading Policy**

**Grading Scale**
The following grading scale is utilized in Child Development program coursework at the University of La Verne:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>87-89% B+</td>
<td>90-93%</td>
</tr>
<tr>
<td>80-83% B-</td>
<td>77-79% C+</td>
</tr>
<tr>
<td>74-76% C</td>
<td>70-73% C-</td>
</tr>
<tr>
<td>67-69% D+</td>
<td>64-66% D</td>
</tr>
<tr>
<td>Below 63% F</td>
<td></td>
</tr>
</tbody>
</table>

Students must attempt all course mid-term and final examinations to receive a passing grade in the course.

**IP**
In Progress (IP) grades are reserved for those directed studies, independent studies, field work courses, senior projects, and graduate culminating activities where the contract at the
time of registration specifies a date of completion that is beyond the end of the term of registration. To be considered for an IP grade, students must have been in class 80% of the time, and must have completed 60% of class work. An IP grade will become an NCR or F, depending upon the grade option, if not cleared within one year (or date noted on IP Contract, whichever comes first) following the term of registration.

**Plagiarism Policy**

Various types and levels of plagiarism are recognized, and all are unacceptable in submitted assignments. Plagiarism may occur intentionally or unintentionally, but intent is not a factor in determining whether plagiarism has occurred or what consequences apply. A writer is responsible for knowing and using the rules for being accurate and honest in his or her writing. Pleading ignorance of the rules does not prevent the consequences from being applied (used with permission from Westmont College Plagiarism Policy).

**Forms and Consequences of Plagiarism**

**Minimal Plagiarism**

Minimal plagiarism is defined as doing any of the following without quotation and/or citation:

- inserting verbatim phrases of 2-3 or more distinctive words.
- substituting synonyms into the original sentence rather than rewriting the complete sentence.
- reordering the clauses of a sentence.
- imitating the sentence, paragraph, or organizational structure, or writing style of a source.
- using a source's line of logic, thesis or ideas.

**Consequences for Minimal Plagiarism**

- When instances of minimal plagiarism are detected, the instructor can use these situations as an educational opportunity to discuss with the student the nature of plagiarism and the values of a scholarly community.
- At the professor's discretion, assignments may be rewritten and resubmitted, with or without a grade penalty.
- Repeated instances of minimal plagiarism may, at the professor's discretion, be treated as substantial plagiarism.

**Substantial Plagiarism**

Substantial plagiarism is defined as doing any of the following without quotation and/or citation:
University of La Verne
LaFetra College of Education
Undergraduate Child Development Program

- inserting verbatim sentences or longer passages from a source.
- combining paraphrasing with verbatim sentences to create a paragraph or more of text.
- repeatedly and pervasively engaging in minimal plagiarism.

Consequences for Substantial Plagiarism

- First occurrence: ordinarily, the student receives a failing grade on the assignment that has been plagiarized, and a Report of Plagiarism is submitted to the Chair of Child Development, with a copy to the Dean of the College of Education and Organizational Leadership.
- Second occurrence: ordinarily, the student receives a failing grade in the course, and a Report of Plagiarism is submitted to the Chair of Child Development, with a copy to the Dean of the College of Education and Organizational Leadership.
- Third occurrence: the student’s case is heard by the Academic Standards Committee, with a possible recommendation for expulsion from the college. Action is taken at the discretion of the Dean.

Complete Plagiarism

Complete Plagiarism is defined as doing any of the following without quotation and/or citation:

- submitting or presenting someone’s complete published or unpublished work (paper, article, or chapter).
- submitting another student’s work for an assignment, with or without that person’s knowledge or consent.
- using information from a campus file of old assignments.
- downloading a term paper from a web site.
- buying a term paper from a mail order company or web site.
- reusing or modifying a previously submitted paper (e.g., from another course) for a present assignment without obtaining prior approval from the instructors involved.

Consequences for Complete Plagiarism

- First occurrence: the student receives a failing grade in the course, and a Report of Plagiarism is submitted to the Chair of Child Development, the Dean of the College of Education and Organizational Leadership, and the Provost's Office.
- Second occurrence: the case is referred to the Academic Standards Committee for recommendation to the Dean. Action is taken at the discretion of the Dean.
- Third occurrence: the student is expelled from the college. Action is taken at the discretion of the Provost.

(policy and form adapted from Westmont College Plagiarism Policy at www.westmont.edu/_academics/pages/provost/curriculum/plagiarism/)
University of La Verne  
LaFetra College of Education  
Undergraduate Child Development Program

Technology Requirements

In today’s rapidly changing educational environment, it is essential for students to have access to current technology. All students MUST be able to login to the La Verne portal. ALL correspondence with University of La Verne faculty and staff MUST be communicated via a student’s La Verne email account (student email sent via a personal email account will NOT be acknowledged).

In order to successfully complete the courses in the Child Development Program, students must have access to and knowledge of the following:

- consistent/reliable internet access.
- a University of La Verne e-mail account.
- word processing program (Microsoft Word/ Powerpoint or equivalent MAC program).

Student versions of word processing software are available for a discounted rate at www.microsoftstore.com/office and other locations.

Computer labs with the equipment and software listed above are available on the main campus, as well as regional campuses. Please check with your Child Development Advisor if you have questions regarding computer availability at your campus. Public libraries also often have free computer access.

Blackboard  
http://sites.laverne.edu/technology/students-getting-started/blackboard-account/  
(909)448- 4089

Blackboard is a course web site system in use at the University of La Verne. All Child Development courses utilize Blackboard. Many professors use it to create course web sites that contain course information, assignments, class discussions or other features.
University of La Verne
LaFetra College of Education
Undergraduate Child Development Program

Handbook Agreement

It is the Child Development Student’s responsibility to have knowledge of the content in the Child Development Handbook and follow it accordingly. Additional university policies and procedures are noted in the University of La Verne Catalog. Please review both documents periodically to assure accurate understanding of university and program expectations.

I have received a copy of the Student Handbook, and have read and agreed to all information and policies herein.

Print Name: ____________________________________________

Signature: ____________________________________________

Date: ____________________________________________