Program Handbook for
Mild/Moderate (MTM),
Moderate/Severe (MTS)
Education Specialist Candidates

Graduate School of Education Mission

In accordance with the mission of California Lutheran University, the Graduate School of Education seeks to develop reflective, principled educators who STRIVE to:

- Serve as mentors and models for moral and ethical leadership
- Think critically to connect theory with practice
- Respect all individuals
- Include and respond to the needs of all learners
- Value diversity
- Empower individuals to participate in education growth and change

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Revised 7/2018 California Lutheran University
Welcome!

Welcome to the Educational Specialist Credential Program! The faculty and staff of the Special Education Program are excited that you chose California Lutheran University and the Graduate School of Education for your teacher preparation. Whether you are a new or returning candidate, this Handbook (for candidates pursuing the Mild to Moderate (MTM) or Moderate to Severe (MTS) credential) is the place for you to find guidelines and answers to important questions about your program. We hope you will read through it carefully when you are admitted and then return to it often as this useful reference will guide you from program beginning to completion. In addition, faculty and staff are here to support and mentor you throughout your program! Contact information for faculty and staff is included on page 4 of this handbook.
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California Lutheran University
Program Descriptions

Credential Program Information

Department of Learning & Teaching requirements are determined by the Commission on Teacher Credentialing (CTC) and University standards:

• Changes in CTC requirements or state law may alter cited requirements at any time.

• Continuous enrollment in the program is required. A student missing two consecutive semesters is considered inactive and required to apply for readmission to the program.

• Education Specialist credential course work completed as an undergraduate (foundation coursework) may be applied toward the credential program only. Credential course work units completed as an undergraduate and applied towards a bachelor’s degree may not be applied toward total unit requirement for the master’s degree. Courses may only be used towards one degree.

• Candidates may not enroll in course work for mild to moderate, moderate to severe, or deaf and hard of hearing credential programs concurrently. Any candidate wishing to add an authorization must apply to the appropriate program and receive permission to enroll in required course work for that credential after completing the initial credential program course work.

• Education Specialist credential requirements are listed in this handbook. All courses must be completed within seven years of admission to the program.

• Education Specialist credential candidates must meet all requirements, submit the appropriate application, and be officially recommended to the CTC by the Credential Analyst in the Graduate School of Education.

• The Graduate School of Education requires all Education Specialist candidates to earn a grade of “B” or better in all courses in order to be recommended for credential. Courses where a grade of B- or lower is earned must be repeated.

Master of Science in Special Education (M.S.)

After completing the requirements for the California Preliminary Education Specialist Credential, candidates may be eligible to pursue the M.S. in Special Education. The remaining courses guide students in deeper reflection on their own practice as they make stronger connections between theory and practice and conduct an educational based research project.

Most courses for the credential program may be applied towards the master’s degree. Fieldwork courses receive a grade of pass/not pass and may not be counted towards total units for the master’s degree. Candidates must submit a completed graduate admissions packet and be admitted to the M.S. program; otherwise they will be considered “credential only” students. Thirty-nine (39) eligible units are required for the M.S. degree. Consultation with a faculty advisor is required to determine which courses from the credential program may be applied to the master’s degree.
• All courses must be completed within seven years of admission to the program with a grade of B or higher. For further information see the Graduate Catalog, Academic Policies section. Degree requirements are listed in the university’s graduate catalog.

• Although certain coursework taken as an undergraduate may be applied toward completion of the credential program, units completed to earn an undergraduate degree may not be counted a second time toward the master’s degree units. Courses at the 500-level are eligible for acceptance toward the master’s degree provided they were not applied toward the bachelor’s degree. Credit earned for clinical fieldwork also is NOT eligible to be applied towards the master’s degree.

• Applications for the master’s programs are processed, and degree requirements are verified through the CLU Registrar’s Office. For admission inquiries, a counselor in the Graduate Admissions Office should be contacted. For program advisement, the faculty advisor should be contacted.

• The final three courses for the master’s degree programs may not be taken concurrently as each is a pre-requisite for the next. The correct order to take the final three courses is EDGN 509, 510, 599.

• Prior to enrollment in EDGN 509, candidates must meet with the Director of the Master’s Program to determine eligibility for advancement to complete the master’s degree. Because a research project is required for the thesis, candidates should be either employed in an educational setting. If not presently employed in a K-12 school, candidates may still complete the degree by working with the program director to arrange a research project in an educational setting.

NOTE: Course content and titles may change but total credits will remain the same.

**Getting Started**

Upon admission, it is important to do the following:

• Become familiar with the use of the assigned callutheran.edu e-mail address.
• The Cal Lutheran e-mail address should be checked on a regular basis. All correspondence and information initiated by the University is sent to this address.
• For e-mail issues, contact the Information Technology Services (ITS) Help Desk at 805-493-3698.
• Refer to the admission letter for the name of the assigned academic adviser.
• You should contact the university’s office of campus safety to obtain a photo ID and a parking permit. [https://www.callutheran.edu/offices/campus-safety](https://www.callutheran.edu/offices/campus-safety)
• Admitted candidates will be directed to meet with Christina Soria, Credential Analyst, within two weeks of acceptance.
General Course Work and Credential Information

Credential Requirements

The Graduate School of Education (GSOE) is accredited by the Commission on Teacher Credentialing (CTC). This state agency establishes and maintains all standards, guidelines and policies related to becoming a teacher in the state of California (www.ctc.ca.gov). The GSOE must comply with CTC requirements that are subject to change in order to meet the needs of schools and students in the state.

The CLU website lists all requirements, forms, information, etc. There are numerous links to all aspects of the credential process. To learn more about the site, review the following webpage: http://www.callutheran.edu/education/student_services/credentials

State-mandated testing for teachers is required by CTC. To find out what tests are needed, candidates should contact our credential analyst. The Credential Analyst office information is as follows:

Hours of business: 8:00 AM to 5:00 PM
Phone number: (805) 493-3425
Email: canchol@callutheran.edu
Website: http://www.callutheran.edu/education/student_services/credentials/

The candidate is responsible for completing all CTC requirements and submitting the appropriate documents to the credential analyst by the due date indicated.

The GSOE uses the Academic Planner. The instructions for using the Academic Planner may be found on the following website under the “Academic Planning – Students” link: http://www.callutheran.edu/registrar/.

It is the candidate’s responsibility to ensure that all credential requirements are fulfilled by the required date. If the candidate has not passed exams or not fulfilled any credential requirement by the date required, s/he will not be able to register for any coursework for the following semester.

PRELIMINARY MILD TO MODERATE CREDENTIAL

The CTC requirements for the Preliminary Education Specialist Teaching Credential are:

- Bachelor’s or higher degree from a regionally accredited college or university
- Accredited professional preparation program, including successful student teaching
- Certificate of Clearance (fingerprint clearance)
- Basic Skills Proficiency (CBEST or equivalent)
- Developing English Language Skills, including reading (this requirement is fulfilled by coursework in the program)
• U.S. Constitution

• Mandated Reporter Training

• Passage of RICA - Candidates are encouraged to complete this requirement after completion of reading coursework.

• CTC-approved Health Education course (candidates may contact CLU Credential Analyst for more course information)

• Subject-matter competence by examination or program
  o Multiple Subjects by examination
  o (NCLB) Core academic subjects by examination or program

• Adult, Infant and Child CPR certification (needs to be valid at time of credential recommendation)

PRELIMINARY MODERATE TO SEVERE CREDENTIAL

The [CTC requirements for the Preliminary Education Specialist Teaching Credential](#) are:

• Bachelor’s or higher degree from a regionally accredited college or university

• Accredited professional preparation program, including successful student teaching

• Certificate of Clearance (fingerprint clearance)

• Basic Skills Proficiency (CBEST or equivalent)

• Developing English Language Skills, including reading (this requirement is fulfilled by coursework in the program)

• U.S. Constitution

• Mandated Reporter Training

• Passage of RICA – Candidates are encouraged to complete this requirement after completion of reading coursework.

• CTC-approved Health Education course (candidates may contact CLU Credential Analyst for more course information)

• Subject-matter competence by examination or program
  o Multiple Subjects by examination
  o (NCLB) Core academic subjects by examination or program

• Adult, Infant and Child CPR certification (needs to be valid at time of credential recommendation)
CLEAR CREDENTIAL

The CTC requires all candidates to obtain a CLEAR CREDENTIAL prior to the expiration of the initial preliminary credential. **CLU does not offer an Educational Specialist Clear Credential program.**

- Most candidates will obtain their CLEAR CREDENTIAL through a two-year induction program sponsored by their employing district.
- Candidates may obtain their CLEAR CREDENTIAL through a university program that is authorized by the CTC.
- Once earned, the CLEAR CREDENTIAL must be renewed in accordance with CTC guidelines.
Foundations Coursework

Once a candidate is admitted to the program they must take the following four foundations courses. These four courses, combined with the CTC credential requirements, are all considered pre-requisites and must all be completed before the student can advance to Methods.

Courses

**EDLT 500: Foundations of Education (3 units)**
This course will examine the historical, social, and cultural foundations of American education as seen through a historical narrative with an emphasis on the diversity of contemporary schooling. Students will be provided with an introduction to issues, trends, education theory and practice. Additionally, major philosophies of education, which have informed American education and how they affect schooling in a society of multiple cultures, will be explored. **10 hours of documented fieldwork is required.**

**EDLT 501: Theories of Teaching, Learning and Development (3 units)**
This course explores the factors influencing development, academic achievement, and behavior in P-20 Learners and the learning theories that support these goals. **10 hours of Fieldwork required.**

**EDLT 502 Teaching English Learners and Diverse Populations (3 units)**
This course in teaching English Language Learners and diverse populations examines first and second language acquisition with an overview of aspects of linguistic theories as well as social and cultural factors influencing language acquisition. The course further explores theories, legal implications, and accountability factors related to language learning among both native and non-native speakers of English. Delivery of instruction (including technologies), school/district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. **10 hours of fieldwork is required.**

**EDLT 503: Teaching Exceptional Learners in Inclusive Environments (3 units)**
This course examines supports for exceptional learners in inclusive environments. This course will explore the learning and behavioral characteristics of individuals with exceptionalities; the theory and practices of special education service delivery models; current state and federal special education laws, with an emphasis on the Individualized Educational Program and partnerships with families; the definitions of each exceptionality; the history of special education services to individuals in the US; the theory and practices of Evidence Based Practice for individuals with exceptionalities and assessment practices guiding such practices; assistive technologies; and current philosophical positions and challenges in special education. **10 hours of fieldwork is required.**

Foundations Fieldwork

The CTC requires work in the field as part of the foundations coursework requirements. In order to comply with this requirement, each of the foundations courses listed above will **require 10 hours of fieldwork.**

The instructors of these courses will provide candidates with guidelines for their observations. Candidates may make arrangements for fieldwork at schools or receive pre-approval from the instructor to work with specific teachers. Instructors will also have a list of teachers who have agreed to make their rooms available for observational requirements. Candidates are to contact these teachers directly to arrange times for their fieldwork.
Advancement to Methods

**IMPORTANT DEADLINE DATES:**

**Education Specialist Candidates**

- **For Fall Entry:** All requirements to ADVANCE TO METHODS must be met by **MAY 15**. CSET and CBEST exams are given online and you must have evidence of passing by the deadline date.

- **For Spring Entry:** All requirements to ADVANCE TO METHODS must be met by **DEC 1**. CSET and CBEST exams are given online and you must have evidence of passing by the deadline date.

*It is imperative that candidates plan to take the CSET and CBEST exams early so that official scores are available prior to these deadline dates. Many students are disappointed to find out that they have not passed a section of the exam and do not leave themselves ample time to retake the test prior to the deadline date. Good planning is the key to successfully complying with these deadline dates.*

To advance to Methods you must meet all of the pre-requisite requirements below by the deadline dates listed above:

- Complete and submit the ADVANCEMENT TO METHODS application
  - This form was included in your initial acceptance packet but may also be obtained from the Credential Office or GSOE webpage

- Complete and submit the Professional Dispositions Self Assessment Form

- Provide evidence that the CTC US Constitution requirement is satisfactorily completed (see description below)

- Completed and attained a grade of “B” or better in
  - EDLT 500
  - EDLT 501
  - EDLT 502
  - EDLT 503

- Earn positive Dispositional Evaluations from all Foundations Faculty

- Evidence that you passed CBEST (see description below)

- Passed all sections of CSET (within 5 years) or provided documentation of subject matter competency through a CTC approved program (see description below)

- Evidence of Certificate of Clearance (see description below)

- Evidence of Mandated Reporter Training
• Verify TB Test is still current (within three years; see description below)

• Each candidate should be in contact the Credential Analyst to verify all of the above. The Credential Analyst will then recommend you to move forward to Methods. At this point you will meet with a faculty advisor in either a one-on-one or group setting to be oriented to the remainder of the program. *Until all of these requirements are met, you will not be able to register for any further coursework.*

**CTC Requirements**

**Basic Skills Proficiency (CBEST Exam)**

There are multiple routes to fulfill Basic Skills Proficiency. The Credential Analyst will discuss the options with you at your initial meeting. The CBEST (California Basic Education Skills Test) is an exam that is one option for candidates prior to advancing to Methods. Verification is obtained upon admission of an original score report during provided to the CLU Credential Office.

Education Specialist candidates who plan to teach in a multiple subject setting may also fulfill this requirement by passage of the CSET, Writing Skills (subtest) 142. It is recommended, however, that all candidates take the CBEST exam instead of this option as taking the CBEST will also allow the candidate eligibility to act as a substitute teacher if the district is willing to hire the candidate in that capacity. The CSET writing skills test does not offer that option.

The CBEST exam is offered six days per week and registration is online at the CBEST website [http://www.cbest.nesinc.com/](http://www.cbest.nesinc.com/)

**Subject Matter Competence**

For Education Specialist candidates who plan to teach in a multiple subject setting, this requirement is fulfilled by passage of all three subtests of the California Subject Examination for Teachers (CSET) Multiple Subjects.

For Education Specialist candidates who plan to teach in a single subject setting, this requirement is fulfilled by completion of a CTC-approved subject matter program in the credential subject sought, OR by passage of all subtests of the CSET in the credential subject sought.

For the exams, the same guidelines for documentation apply as for the CBEST. Original score reports must be provided to the CLU Credential Office. If the candidate completed a CTC subject matter approved program and is waived from the CSET exam, a signed subject matter verification form from the university of issuance to the Credential Office in the GSOE must be provided.

CSET exams for multiple subject tests are offered six days per week. Single subject exams are only offered on specific dates. Register online well in advance of CLU deadline dates at the CSET website [http://www.cset.nesinc.com/](http://www.cset.nesinc.com/)
U.S. Constitution

If fulfillment of this requirement was not confirmed during the admissions process, status will be determined by the Credential Analyst during the credential review. If this requirement has not been met, a one-day course/exam is offered periodically through the California Lutheran Continuing Education Department. Other online options are also available; please contact the Credential Analyst to verify what alternatives are approved by the CTC.

Mandated Reporter Training

This requirement should be met as part of Foundations coursework and a certificate of completion will be submitted with the Advancement to Methods application.

Confirmation of Negative TB test within the past three years

Certificate of Clearance

Education Code Section 44320(d) and Title 5 Regulations Section 80028 require an individual to obtain a Certificate of Clearance prior to participate with students. The Certificate of Clearance verifies that an individual has completed the fingerprint and character and identification process and has been cleared by the Commission on Teacher Credentialing (CTC). This is required before entry to the program (prior to foundations coursework). Procedures to obtain this may be found at the following link: http://www.callutheran.edu/education/student_services/credentials/clearance.php
METHODS COURSEWORK

Once advancement to Methods has been approved, both the Mild to Moderate and Moderate to Severe credential candidates take the following classes (12 units) during the first semester of methods coursework:

**EDSP 521: Literacy and Language in Diverse Classrooms (3)**
This course investigates theory-based methods of instruction in reading and language arts in today’s culturally diverse elementary classrooms.

**EDSP 515: Educating Students with Autism (3)**
This course will examine the full range of Autism Spectrum Disorders (ASD), with an emphasis on contemporary assessment strategies and tools; service delivery models and programs; best educational practices in teaching strategies and interventions; Positive Behavior Intervention and Supports for creating a positive classroom/program and for assisting those with behavior challenges; social/communicative development; comprehensive sensory supports; accommodations and modifications to support students in least restrictive environments and to access core curriculum; and communication strategies for effective partnerships with families, related service professionals, public and non-public agencies and other service providers. Fieldwork is required that documents experiences with students identified with ASD.

**EDSP 519: Assessment, Instruction, and Development of the Individualized Education Program (3)**
Formal and informal assessment procedures for linking assessment to instruction, determining the need and eligibility for services, designing instructional programs, and developing IEP goals; legal and ethical considerations for assessment, issues of reliability and validity, and information regarding test design and statistics. Includes fieldwork that documents experiences across programs, disability, and school ages.

**EDSP 534/542A: Clinical Field Practicum (3)**
Student Teaching Seminars are designed to coordinate and augment your experiences in the classroom over each semester. The seminars will provide support, direction, and enrichment to the field experiences of the Education Specialist Credential candidate. In addition, the seminars will provide the candidate with developmental support in their increased understanding and awareness of education theory and best practice methods. Through guided class discussions and activities, candidates will extend their understanding of the history, legal requirements, philosophies, issues and trends in education. They will also increase their awareness of and experience with the day-to-day instruction, procedures, and policies present in local school sites. In addition, each candidate will have an opportunity to enhance personal and professional growth and development as a teacher. Individual seminar sessions will have a particular topic or focus. Candidates are encouraged to discuss progress in their field placement/student teaching assignments and bring any concerns, difficulties or successes to the seminar for group problem-solving activities. Individual time may be scheduled with the instructor and/or supervisor to discuss challenges and/or successes as well. This course is dynamic in nature and will respond to your needs as a developing candidate.

The **EDSP 534/542A**: Clinical Field Practicum is placement that serves students who have been designated the categories of Mild to Moderate (M/M) or Moderate to Severe (M/S). Under the supervision of the classroom teacher, the candidate works with individuals, small groups, and the entire class. Candidates are expected to complete 150 hours in the fieldwork setting during the semester. All assignments will be made by the Coordinator of Field Placement.
Requirements to Advancement to Full-time Clinical Fieldwork

Fieldwork (Completion of Methods)

During the methods fieldwork placement, the cooperating teacher will be required to provide each candidate with a midterm evaluation. The purpose of the midterm evaluation is to provide a picture of performance and to establish specific goals for the remainder of the semester. A final evaluation of the candidate’s performance will be completed by both the cooperating teacher and the university supervisor.

Passage of methods block includes:

- Successful completion of all coursework with a grade of “B” or better for education specialist candidates
- Successful completion of Introduction to Clinical Fieldwork with a score of 18 points or better on the final evaluation.
- Satisfactory evaluation of professional dispositions

Full-time Clinical Practice

Fieldwork assignments for full-time candidates are arranged by the University. Students MAY NOT arrange their own placements. Specific schools and school districts have entered contractual agreements with CLU for the purposes of providing an environment for Student Teaching placements.

Full-time fieldwork at Cal Lutheran follows a “shadowing” model. The candidate is expected to:

- Coordinate arrival and departure with the cooperating teacher
- Actively participate in planning, assessment and all other tasks of the classroom
- Attend any grade level or department staff meetings
- Attend any whole school faculty meetings
- Attend any conferences or in-service days
- Attend any IEPs
- Attend any parent conferences

Education Specialist Candidates;

- Candidates will be assigned to a cooperating teacher for the entire semester
- A university supervisor will visit at least 8 times during the semester to observe the teaching of small group and whole class lessons while providing additional coaching and resources.
- Candidates must earn a score of 21 points on their final evaluations from both the university supervisor and cooperating teacher in order to advance to the full-time Clinical Practice block
- Candidates must be satisfactorily evaluated for professional dispositions
- Candidates will make an entry each day of the placement in a reflection journal which will be reviewed by the university supervisor
- Take-over of class instruction or case management for a period of time agreed upon with the cooperating teacher and university supervisor

Candidates are expected to complete a minimum of 400 hours in the fieldwork setting.
CLINICAL FIELD PRACTICE COURSEWORK

**Mild/Moderate Candidates**

**EDSP 525: Positive Behavior Supports and Collaboration (3)**
This course examines Positive Behavior Support and School-wide PBS strategies for general and special educational settings and addresses issues related to inclusion, itinerant teaching, and collaboration with all members of the school community and families for the benefit of students with special needs. The candidate will examine information regarding individual behavior support strategies, specifically with respect to students with special needs. This course includes fieldwork assignments in which students complete a PBS program plan. Students become acquainted with the foundations for professional team members to make decisions on goals, placement, and transitions across the lifespan. Within a wide range of service delivery options, candidates will explore their roles as itinerant support teachers, co-teachers, consultation teacher, and student supporters within inclusive settings.

**EDSP 523: Planning and Instruction for Content Standards (3)**
This course will provide an introduction to current methodologies and instructional strategies appropriate for concept development as well as attainment and the meaningful application of California Common Core Content Standards. Consideration will be given to the cross-cultural and heterogeneous nature of California’s student population. We assume that all children can learn from well-prepared and encouraging teachers. Technology enhanced methods will also be introduced when appropriate. This course will include a study of the content as well as the goals from the CA. Common Core Content Standards.

**EDSP 532 Supporting Students with Mild to Moderate Support Needs in the Classroom (3)**
This 3-unit course is intended to provide the knowledge and skills required to educate students with Mild/Moderate Disabilities. The emphasis will be on the design and implementation of scientifically based best practices. Content will cover application of these principals within the context of meaningful and culturally sensitive family partnerships, professional collaboration, and promotion of inclusive educational practices. Students will complete a comprehensive Case Study Project including assessment, curriculum and program development of demonstrating a variety of instructional strategies and ongoing evaluation to assess student performance and respond accordingly. The project will be field-based with skill development activities in the course.

**EDSP 534B Clinical Field Practicum (6)**
Student Teaching Seminars are designed to coordinate and augment your experiences in the classroom over each semester. The seminars will provide support, direction, and enrichment to the field experiences of the Education Specialist Credential candidate. In addition, the seminars will provide the candidate with developmental support in their increased understanding and awareness of education theory and best practice. Through a series of text and supplemental readings and guided class discussions and activities, candidates will extend their understanding of the history, legal requirements, philosophies, issues and trends in education. They will also increase their awareness of and experience with the day-to-day instruction, procedures, and policies present in local school sites. In addition, each candidate will have an opportunity to enhance personal and professional growth and development as a teacher. Individual seminar sessions will have a particular topic or focus. Students are encouraged to discuss progress in their field placement/student teaching assignments and bring any concerns, difficulties or successes to the seminar for group problem-solving activities. Individual time may be scheduled with the instructor to discuss challenges and/or successes as well. This course is dynamic in nature and will respond to your needs as a developing candidate.
**Moderate/Severe Candidates**

**EDSP 525: Positive Behavior Supports and Collaboration (3)**
This course examines Positive Behavior Support and School-wide PBS strategies for general and special educational settings and addresses issues related to inclusion, itinerant teaching, and collaboration with all members of the school community and families for the benefit of students with special needs. The candidate will examine information regarding individual behavior support strategies, specifically with respect to students with special needs. This course includes fieldwork assignments in which students complete a PBS program plan. Students become acquainted with the foundations for professional team members to make decisions on goals, placement, and transitions across the lifespan. Within a wide range of service delivery options, candidates will explore their roles as itinerant support teachers, co-teachers, consultation teacher, and student supporters within inclusive settings.

**EDSP 523: Planning and Instruction for Content Standards (3)**
This course will provide an introduction to current methodologies and instructional strategies appropriate for concept development as well as attainment and the meaningful application of California Common Core Content Standards. Consideration will be given to the cross-cultural and heterogeneous nature of California’s student population. We assume that all children can learn from well-prepared and encouraging teachers. Technology enhanced methods will also be introduced when appropriate. This course will include a study of the content as well as the goals from the CA. Common Core Content Standards.

**EDSP 537 Supporting Students with Moderate to Severe Support Needs in the Classroom (3)**
This 3-unit course is intended to provide the knowledge and skills required to educate students with Moderate/Severe Disabilities. The emphasis will be on the design and implementation of scientifically based best practices. Content will cover application of these principals within the context of meaningful and culturally sensitive family partnerships, professional collaboration, and promotion of inclusive educational practices. Students will complete a comprehensive Case Study Project including assessment, curriculum and program development of demonstrating a variety of instructional strategies and ongoing evaluation to assess student performance and respond accordingly. The project will be field-based with skill development activities in the course.

**EDSP 542B Clinical Field Practicum (6)**
Student Teaching Seminars are designed to coordinate and augment your experiences in the classroom over each semester. The seminars will provide support, direction, and enrichment to the field experiences of the Education Specialist Credential candidate. In addition, the seminars will provide the candidate with developmental support in their increased understanding and awareness of education theory and best practice. Through a series of text and supplemental readings and guided class discussions and activities, candidates will extend their understanding of the history, legal requirements, philosophies, issues and trends in education. They will also increase their awareness of and experience with the day to day instruction, procedures, and policies present in local school sites. In addition, each candidate will have an opportunity to enhance personal and professional growth and development as a teacher. Individual seminar sessions will have a particular topic or focus. Candidates are encouraged to discuss progress in their field placement/student teaching assignments and bring any concerns, difficulties or successes to the seminar for group problem-solving activities. Individual time may be scheduled with the instructor to discuss challenges and/or successes as well. This course is dynamic in nature and will respond to your needs as a developing candidate.
The **EDSP 534/542B**: Clinical Field Practicum is placement that serves students who have been designated the categories of Mild to Moderate (M/M) or Moderate to Severe (M/S). Under the supervision of the classroom teacher, the candidate works with individuals, small groups, and the entire class. **Candidates are expected to complete 400 hours in the fieldwork setting during the semester. All assignments will be made by the Coordinator of Field Placement.**

**Intern Option**

California Lutheran University has a Commission-approved intern program for Education Specialist candidates. The intern program is jointly administered by California Lutheran University and the local district that is hiring the candidate. The program is designed to provide the candidates with on the job classroom experience while they complete course work requirements for the preliminary credential. The hiring district must enter into an intern contract agreement with the university.

Typically, candidates are offered intern options in credential areas of shortage such as specialist education, languages other than English, sciences and mathematics. Candidates who are offered an internship must make an appointment with the Chair of the Department of Learning and Teaching or the Field Placement Coordinator to insure eligibility.

To be eligible for hiring as an intern the candidate must have:

1. Completed all initial credential requirements
2. Completed all Foundations and Methods Coursework (EDLT 500, EDLT 501, EDLT 502, EDLT 503, EDSP 515, EDLT 519, EDSP 521, and EDSP 534/542a)
3. Recommendation from program faculty
**Program Completion**

During the full-time Clinical Fieldwork placement, the cooperating teacher and university supervisor will both be required to provide each candidate with a midterm evaluation. The purpose of the midterm Evaluation is to provide candidates with a picture of their performance and to establish specific goals for the remainder of the semester. A final evaluation will be completed by both the cooperating teacher and the university supervisor.

Passage for consideration for credential requires:

- Development and implementation of lesson plans to cover a take-over of instruction.
- Successful completion of all coursework with a grade of “B” or better.
- Successful completion of student teaching with a score of 21 points or better on the final evaluation.
- Satisfactory evaluation of professional dispositions.

**Final Checklist for PRELIMINARY CREDENTIAL**

*NOTE: These Requirements have been fulfilled along the way and may not necessarily have been done in the order listed.*

- Bachelor’s or higher degree
- Basic Skills Proficiency (passage) of CBEST
- U.S. Constitution
- Mandated Reporter Certificate
- Certificate of Clearance
- Subject Matter Competence (CSET exam or subject matter waiver)
- Negative TB Test
- CPR Certification
- RICA Exam
- Successful completion of all coursework in the Teacher preparation program with grades of “B” or better, including passing all fieldwork assessments
- Academic exit
- Submission of completed credential packet to Credential Analyst

Credential applications will be accepted after all requirements have been met. For detailed information regarding the credential application process, go to [http://www.callutheran.edu/education/student_services/credentials/](http://www.callutheran.edu/education/student_services/credentials/) and follow the links to your specific program.

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California Lutheran University
**PROVISIONAL INTERNSHIP PERMIT**

The PIP is only available at the request of an employing agency. Individuals may not apply directly to the Commission for this document. Holders of the PIP are restricted to service with the employing agency requesting the permit. An employing agency is defined as a California public school district, county office of education, nonpublic, nonsectarian school and agency as defined in Education Code sections 56365 and 56366, charter school, or statewide agency.

The PIP is available in the areas of Multiple Subject, Single Subject, and Education Specialist. Individuals who were issued four or fewer emergency permits may be issued two PIPs as long as the employer requirements have been met. Individuals who were issued five emergency permits do not qualify for the PIP.

*Cal Lutheran does not support PIP Internships nor can the PIP internship count towards fieldwork or clinical practice.*

**SHORT-TERM STAFF PERMIT**

The STSP is only available at the request of an employing agency. Individuals may not apply directly to the Commission for this document. Holders of the STSP are restricted to service with the employing agency requesting the permit. An employing agency is defined as a California public school district, county office of education, nonpublic, nonsectarian school and agency as defined in Education Code sections 56365 and 56366, charter school, or statewide agency.

The STSP is available in the areas of Multiple Subject, Single Subject, and Education Specialist. Individuals who were issued four or fewer emergency permits may be issued a STSP. Individuals who were issued five emergency permits do not qualify for the STSP.

*Cal Lutheran does not support STSP Internships nor can the STSP internship count towards fieldwork or clinical practice*