

**Multiple Subject and  
Educational Specialist Teaching  
Credentials**

**Student  
Advisement  
Guide**



**California State University, Sacramento  
College of Education  
Department of Special Education,  
Rehabilitation, and School Psychology**

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# PREFACE

Dear Friends of the CSUS Special Education Programs:

This advising guide will serve as an introduction and welcome to participants in our Level I Multiple Subject, Mild-Moderate and Moderate-Severe Specialist Teacher Preparation Programs. It provides the most current materials, policies, and procedures about our program. Review and use of it will facilitate academic activities, which will lead to California credentialing. The policies of this guide are accurate currently but are subject to change by law, CCTC regulations, and/or faculty action at any time. I and/or the Special Education program coordinators welcome your suggestions for revision and inclusion.

The CSUS faculty is committed to providing students with programs of the highest quality. We look forward to feedback that can support our mission.

Sincerely yours,

William M. Harris, Ph.D.  
Chair

# TABLE OF CONTENTS

<u>SECTION</u>	<u>PAGE</u>
• <b>Section 1 - Important Telephone Numbers and Due Dates</b>	
Important Numbers & Information .....	6
Education Student Service Center .....	7
Important Dates to Remember .....	8
• <b>Section 2 – General Information</b>	
EDS Department .....	10
Special Education Philosophy .....	11
Special Education Faculty: Program Advisors .....	12
• <b>Section 3 – Special Education Program Options: Level 1 (Mild/Moderate, Moderate/Severe, Early Childhood Special Ed Credentials)</b>	
Schematic: Obtaining an Education Specialist Teaching Credential in California .....	14
Program Options: Level 1 .....	15
• <b>Section 4 – M.A. Program: Special Education Options</b>	
Degree Requirements .....	17
How to Complete an M.A. at CSUS .....	18
M.A. Program: Special Education Options .....	20
• <b>Section 5 – Planning Your Education</b>	
Advising .....	22
Program Overview .....	23
• <b>Section 6 – California Standards: Level 1 (Mild/Moderate, Moderate/Severe)</b>	
California Standards for the Teaching Profession .....	25
Standards of Quality and Effectiveness - Mild/Moderate, Moderate/Severe Program Factors .....	28

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# TABLE OF CONTENTS

{continued}

<b><u>SECTION</u></b>	<b><u>PAGE</u></b>
• <b>Section 7 – Professional Portfolio Development</b>	
<b>Portfolio Development: An Introduction</b> .....	<b>32</b>
• <b>Section 8 – Most Frequently Asked Questions (FAQs)</b>	
<b>General Policies</b> .....	<b>35</b>
<b>Level 1</b> .....	<b>38</b>
<b>Student Teaching/Internship</b> .....	<b>40</b>
<b>Early Childhood Special Education</b> .....	<b>44</b>
<b>M.A. Exam, Thesis, Project</b> .....	<b>45</b>
<b>Level 2</b> .....	<b>47</b>
<b>Questions That Can Be Addressed Through CSUS Web Sites</b> .....	<b>49</b>
<b>Section 9 – Forms, Forms, Forms</b>	
<b>Forms</b> .....	<b>51</b>



# **SECTION 1**

## **Important numbers & Information**

# IMPORTANT NUMBERS & INFORMATION

## Department of Special Education, Rehabilitation & School Psychology

Marilyn Ferguson—Department Secretary ..... 916-278-5558

Diana Vega—Admissions Secretary ..... 916-278-4081

Leo Gutierrez—Administrative Support ..... 916-278-6622

Teacher Preparation Office (ESSC) ..... 916-278-6403

Graduate Center (Grad Admissions) ..... 916-278-6470

Financial Aid ..... 916-278-6554

Writing Proficiency Exam Questions ..... 916-278-6470

Cashiers ..... 916-278-6736

College of Continuing Education (Extension) — 916-278-6984

## CASPER

Registration ..... 916-278-8000

Information ..... 916-278-8011

Helpline ..... 916-278-8088

Hornet Bookstore ..... 916-278-6446

University Web Address: <http://www.csus.edu>

EDS Department Web Address: <http://edweb.csus.edu/departments/eds>

Credential Application Web Address: <http://edweb.csus.edu/essc>

On-line Class Schedule: <http://www.csus.edu/schedule>

# EDUCATION STUDENT SERVICE CENTER

Challenge the present ...  
Shape the future ...  
**TEACH!**

**Eureka Hall Room 216**

**Coordinator: ..... Dr. Janie Low**

The *Education Student Service Center* (ESSC) is made up of the Teacher Preparation Program Office and the Credential Analysis Office and provides essential services to credential candidates, cooperating teachers, and faculty involved with the *Teacher Preparation Program*. Individuals may contact the ESSC for information about basic and specialist credentials, entrance and other requirements of CSUS credential programs and fifth-year planning. Specific functions of the ESSC include: counseling and advising to program and credential applicants, screening and selecting program applicants, monitoring of students' progress through the program, placement and supervision of student teaching, and advising in the credential application process.

If you have questions about our *Teacher Preparation* programs, take a look at our ESSC *Frequently Asked Questions (FAQ)* page. For additional information, do not hesitate to contact the office below. If you would like information about applying to one of our teacher credential programs call this office.

Please read *The Pathways to Teacher* for information on how CSUS can help you begin your teaching career.

## **Teacher Preparation Program Office:**

Eureka Hall Room 216

Phone: (916) 278-6403

FAX: 278-6175

Fall/Spring Hours: Monday–Friday, 10–12, 1–5PM

Summer Hours:..... Monday–Friday, 10–12, 1–5PM

Nancy Rzeznik, Single Subject Program Advisor  
and Coordinator's Assistant

Kathe Goodwin, Multiple Subject Program Advisor

Elizabeth Christian, Special Education Credential  
Admissions

If you already hold a credential (California or out of state), please contact:

## **Credential Analyst's Office:**

Eureka Hall Room 209

Phone: (916) 278-4567

FAX: 278-6175

Fall/Spring Hours: Monday–Friday, 10–12, 1–5PM

Summer Hours:..... Monday–Friday, 10–12, 1–5PM

# IMPORTANT DATES TO REMEMBER

Please mark the following dates in your calendar. Students are required to adhere to the dates.

## Special Education

## Due Dates

- Program Advisement ..... First semester with advisor
- Reservation Forms for MA ..... Due two semesters in advance  
(EDS 297, 298, 500, 501)
- Student Teaching Applications ..... **Fall/Summer:** April 1  
**Spring:** November 1
- Advancement to Candidacy ..... After completing 12 units of  
200-level coursework
- Graduation application for ..... **Fall:** November 1  
Master's ..... **Spring/Summer:** March 1
- Classification Application into ..... **Fall:** May 15  
the MA Program ..... **Spring:** November 15
- Credential Application ..... **Fall semesters:** first Tuesday in  
March  
**Spring semesters:** first Tuesday in  
October

**For specific questions, call the  
Teacher Preparation Office  
(916) 278-6403**

[ See departmental web page for the latest updates and additions: <http://edweb.csus.edu/departments/eds> ]

# SECTION 2

## **General Information: Department of Special Education, Rehabilitation, & School Psychology**

# ABOUT THE DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND SCHOOL PSYCHOLOGY

The Department of Special Education, Rehabilitation, and School Psychology offers professional programs in the areas of Special Education, Vocational Rehabilitation Counseling, and School Psychology. Offered are professional programs leading to specialist credentials for teachers of pupils with mild through severe needs (Mild/Moderate, Moderate/Severe, and Early Childhood Special Education Credentials). Professional preparation programs leading to Master's Degrees include a Master of Science in Counseling with a Vocational Rehabilitation Counseling option (in cooperation with the Department of Counselor Education), a Master of Science in Counseling with a School Psychology option (also in cooperation with Counselor Education), and a Master of Arts in Education with an option in Special Education.

The *Department of Special Education, Rehabilitation, and School Psychology* (EDS) offers services to students in other programs at the university and to individuals in the community at large through several course sequences, clinics, and field-based programs. These consist of courses offered to students seeking multiple and single subject teaching credentials, degrees in speech pathology or nursing; and opportunities to develop skills in working with individuals who have exceptional needs. In addition, the Department has sponsored since 1986 *Young Adult Programs*, California's first integrated classes for young adults with severe disabilities on a university campus. The programs consist of students, 18 to 22 years of age, who are being provided a special education by the *Sacramento County Office of Education* and *Sacramento City Unified School District*. These programs utilized volunteers and student interns from across campus. Please contact our office if you wish more information.

# SPECIAL EDUCATION PHILOSOPHY

We declare that the special education credential programs at CSU, Sacramento shall be based upon the following principles:

- 1 We hold that all exceptional persons and their families have a fundamental right to be integrated into and included within the mainstream of community life, encompassing health care, preschools, elementary and secondary schools, vocational and post-secondary schools and colleges/universities, transportation, housing, employment, recreation, clubs and associations, and access to and participation in commercial activities.

We also assert that programs designed to meet the educational needs of exceptional persons should:

- 2 meet the challenges and seize the opportunities offered by a multicultural, democratic, pluralistic society, including support for the equality in integrated settings for all persons regardless of age, race, religion, sex, nation of origin, handicap, marital status, sexual orientation, or socioeconomic status;
- 3 maintain respect and support for the diversity and dignity of all persons;
- 4 offer appropriate and effective instructional programs, including necessary alternative learning strategies and environments that represent the best means to promote the present and future learning and quality of life for all infants, toddlers, children, youth, and adults

reflect the professional ethics and educational goals of the Council for Exceptional Children, TASH, school districts, parents, and involved community groups.

Our philosophy for the Special Education Masters degree program asserts that this program option is designed to prepare graduate students who will demonstrate leadership in one or more of the following areas: instruction, team building, program management research/systematic inquiry, skills for integrating broad, interdisciplinary perspectives related to service delivery in inclusionary settings for individuals with disabilities. As a faculty, we require students in our Masters degree program to experience interdisciplinary studies that are consistent with their individual learning needs. Furthermore, we encourage the creation and support of a student body drawn from diverse cultural and language backgrounds, from diverse disciplines, and from diverse professional experiences. We assume that students will demonstrate abilities to analyze, synthesize and evaluate information for a variety of theoretical, programmatic and agency perspectives and develop skills as agents to influence and create organizational change. We assume that these leadership skills may be demonstrated in a variety of roles that are consistent with an overall philosophy of inclusion and support for diverse populations.

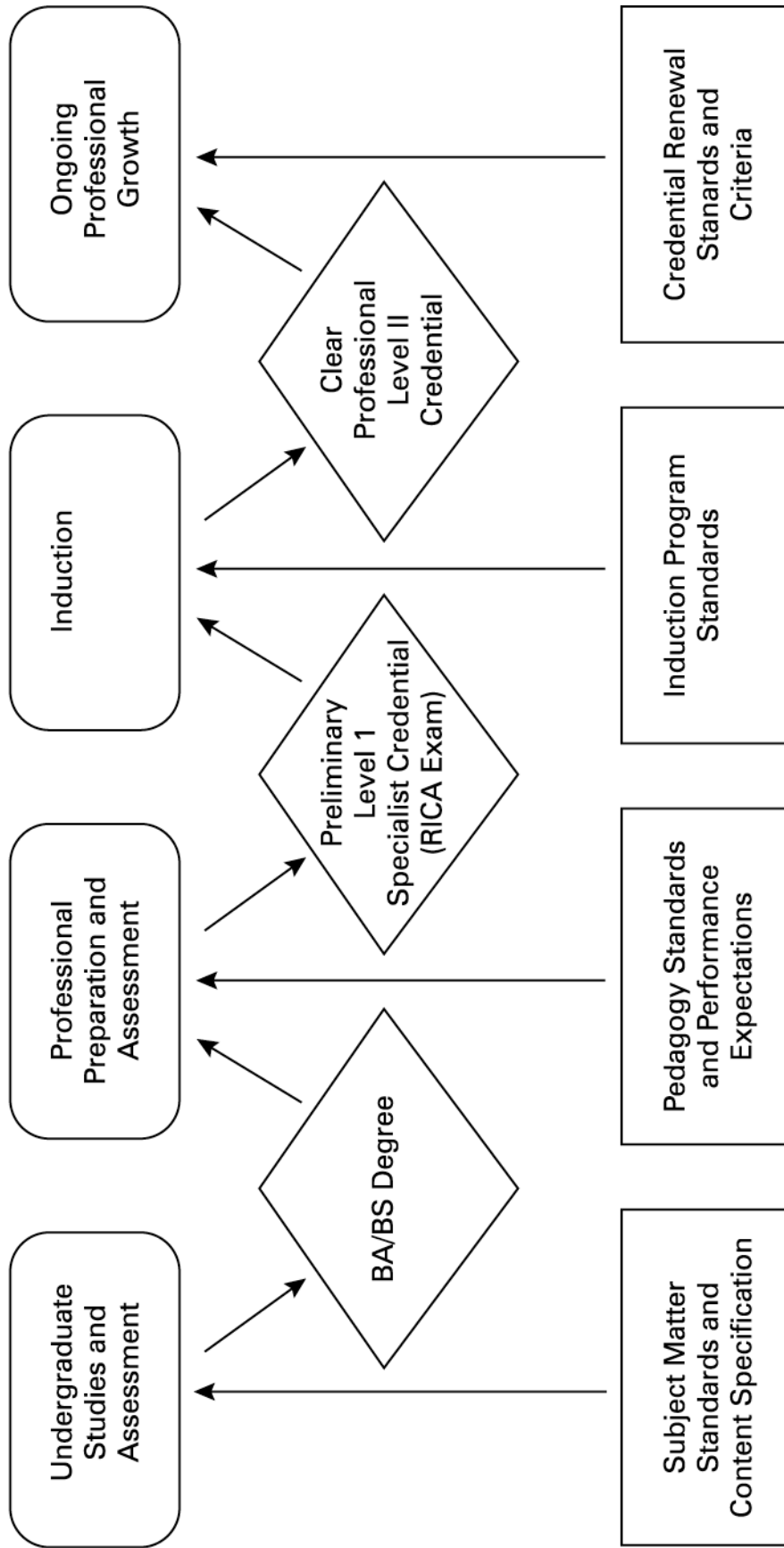
# SPECIAL EDUCATION FACULTY PROGRAM ADVISORS

- Dr. Maurine Ballard-Rosa  
(Early Childhood Special Education Coordinator, Early Childhood Special Education)
- Dr. EunMi Cho  
(Moderate/Severe Disabilities, Bilingual/ Special Education)
- Dr. Charlotte Cook  
(Moderate/Severe Disabilities)
- Dr. Steven Daley  
(Physical Impairments, Early Childhood Special Education)
- Dr. Elva Durán  
(Mild/Moderate/Severe Disabilities, Multicultural Special Education)
- Dr. Paula Gardner  
(Mild/Moderate/Severe Disabilities, Student Teaching/Internship Coordinator)
- Dr. Rachael Gonzáles  
(Moderate/Severe Disabilities, Multicultural Special Education)
- Dr. William Harris  
(Department Chair, Mild/Moderate Disabilities)
- Dr. Patricia Kearly  
(Mild/Moderate Disabilities, Off-Campus Programs)
- Dr. Michael Lewis  
(Interim Dean, Mild/Moderate Disabilities)
- Dr. Bruce Ostertag  
(Convenor, Special Education Webmaster, Mild/Moderate Disabilities)
- Dr. David Raske  
(Level 2 Coordinator, Mild/Moderate Disabilities, Off-campus Programs)

# SECTION 3

## Special Education Specialist Credential Program Options Level 1

# Obtaining an Educational Specialist Teaching Credential in California



# MILD/MODERATE, MODERATE/SEVERE, AND/ OR EARLY CHILDHOOD SPECIAL EDUCATION SPECIALIST CREDENTIAL PROGRAMS: LEVEL 1

Please contact an advisor for clarification per the below Level 1 options or Level 2 programs.

## Prerequisites

- 1 B.A. or B.S. (accredited college or university program);
- 2 Subject Matter Verification (Waiver Program or State-Approved Exam);
- 3 CBEST
- 4 Admittance to CSUS Program.
- 5 Please note: Knowledge of the U.S. Constitution must be met by a college level course or exam in order to qualify for your first Multiple Subject, Single Subject, Middle School Emphasis, Mild/Moderate Level I, or Moderate/Severe Level I credential.

## Option 1

**Mild/Moderate or Moderate/Severe Specialist and Multiple Subject Teaching Credentials: Level 1** (Additional CCTC technology requirement for candidates receiving their Multiple Subject Credential after June 2002)

- a. Not Currently Teaching in Any Classroom
- b. Currently Teaching in Own Classroom

*Student Advisement Guide*

## Option 2

**Mild/Moderate or Moderate/Severe Specialist Teaching Credential: Level 1** (A valid California Multiple or Single Subject Teaching credential already held)

## Option 3

**Early Childhood Special Education Specialist Credential: Level 1** (Any or none of the above California teaching credentials held)

**REQUIRED COURSES: Please check with the EDS office for the latest programs and courses or go to the departmental website:**

**<<http://edweb.csus.edu/departments/eds>>**

or

**<<http://edweb.csus.edu/departments/eds/programs/specialed.html>>**

**COURSE SEQUENCE: Students must meet with their assigned advisor to initiate a program advisement sheet. Recommended course sequences are based on program requirements and student needs.**

# **SECTION 4**

## **Master of Arts in Education Program: Special Education Option**

# DEGREE REQUIREMENTS

The Master of Arts in Education—Special Education Option, requires completion of 30 units of coursework with a minimum 3.0 grade point average. A minimum of 18 of these units must be at the graduate-course level. Additionally, a minimum of 21 of these units must be completed in residence at CSUS. Successful completion of the CSUS *Writing Proficiency Exam* or its equivalent must be verified. Enrollment in Special Problems will only be granted under exceptional circumstances (a maximum of 6 units may be allowed).

The following are not acceptable for MA credit: 300-level courses; Student Teaching courses; and extension courses not recognized by the college-of-record issuing degrees.

Any deviation from the above requires approval of the Special Education Area Group and Graduate Coordinator.

Applications and materials for the M.A. in Education—Special Education Option may be obtained through the department office.

An outline of the degree requirements follows in the form of two program choices.

# HOW TO COMPLETE A MASTER'S DEGREE PROGRAM AT CSU, SACRAMENTO

- 1 Meet with your faculty advisor to discuss your program and be advised which courses to register for first. If you were conditionally admitted, you should plan to complete those courses or exams required during the first semester. ***You should also clear the writing requirement by taking the WPE.***
- 2 During the ensuing semesters, consult with your faculty advisor and continue to register for appropriate courses until you are ready to file for Advancement to Candidacy (usually after completing 12 units). *You may not enroll in EDS 297 Current Issues in Special Education nor the culminating experience units until you have been approved for advancement to candidacy (which also means you have passed the Writing Proficiency Exam).*
- 3 Forms for *Advancement to Candidacy* are available in the EDS Department Office. On the Advancement to Candidacy form you will list only 30-units of coursework you are presenting for the Master's Degree, whether it has been completed, is in progress, or has yet to be taken. **Consult with your advisor in completing this form. You will need your advisor's signature of approval .** Once you have your advisor's signature of approval, you will need to submit it to the EDS department for the Graduate Coordinator's approval. The department will then forward the application to the Graduate Center. It will be reviewed for compliance with University Policy and when approved, a copy will be sent to you for you files. Do not assume your candidacy has been approved until you receive a copy of the form in the mail.
- 4 A *Petition for Exception* is required if you wish to make a change to the coursework originally listed on your approved *Advancement to Candidacy*. This petition documents the change and must be approved by both your faculty advisor and the graduate coordinator for your Department. The Petition for Exception form is also available in the Graduate Center and the EDS Department office.
- 5 When you have been advanced to candidacy, you are entitled to special library privileges, including extended time for borrowing library materials, interlibrary loan privileges, and assignment of a student locker. *You must have also paid fees for units through the University to be eligible for the special library privileges.* Your special stamped library card (thesis card) may be obtained in the Graduate Center (RFC-206).
- 6 After all coursework has been completed, work closely with your faculty sponsor in developing

- your master's thesis or project. Although the University allows department discretion in the variation of thesis/project form and style, certain rules described in the University format manual govern all theses and projects. The *CSUS Guide for Thesis/Project* can be purchased in the University Bookstore or accessed on-line at <http://www.csus.edu/gradstudies>.
- 7 Once you have advanced to candidacy, coursework has been completed, and you have enrolled in culminating experience units, you have two years to complete your culminating requirement. You must submit a reservation form for every semester enrolled in the thesis/project and enroll through the university.
  - 8 Note: If your culminating requirement is not finished at the end of four semesters, you will be disqualified from the university and will need to be reinstated by the EDS Department and Graduate Center. You must contact Graduate Center staff immediately. If you need further clarification, please contact your Graduate Coordinator or Graduate Center staff (278-6470).
  - 9 As you near graduation, be sure to obtain an Application for Graduation from the Graduate Center or the EDS Department Office and refer to the Class Schedule for deadlines.
  - 10 Final copies of all masters' theses and projects must be submitted to the EDS Department Office and Graduate Center by the established deadlines. No extensions of time will be granted for corrections. Deadline dates are published each semester in the CSUS Schedule of Classes.
  - 11 Prior to turning in the final copy of your master's thesis or project, be sure to obtain the *Microfilming and Binding Receipt* form and the *Thesis/Project Submission Form*. These two forms must accompany your thesis or project. They are also available in the Graduate Center or EDS Department Office.
  - 12 If your plans change and you cannot graduate on the date for which you applied, please notify the Graduate Center of your new date as soon as possible to avoid paying a new diploma fee.
  - 13 If you move, please send in a Data Change form with your new address. This is especially important when you are working on your culminating requirement and may be out of the area or do not come on campus on a regular basis. We need your current mailing address when mailing your diploma or if questions arise regarding your program.
  - 14 Steps 1–12 lead to graduation checkout. Your degree and title of your project or thesis will be posted to your transcript 4–6 weeks after the end of the semester. Approximate diploma mailing dates are: *Fall* graduation—March diploma; *Spring* graduation—August diploma; *Summer* graduation—October diploma.

# MASTER OF ARTS IN EDUCATION PROGRAM: SPECIAL EDUCATION OPTION

## Program A

### Required Courses (9 units)

EDS 250	<i>Educational Research</i>	3 units
EDS 251	<i>Education for a Democratic, Pluralistic Society</i>	3 units
EDS 297	<i>Current Issues in Special Education</i>	3 units

### Other Course Requirements (18 units)

(Courses in Special Education and supporting fields approved by a CSUS special education advisor)

### Culminating Requirements (3 units)

EDS 298	<i>Master's Seminar in Special Education</i>	3 units
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*Written Comprehensive Exam* (The exam may be taken twice. Those who fail the first attempt must enroll in a minimum of three additional units per advisement)

## Program B

### Required Courses (9 units)

EDS 250	<i>Educational Research</i>	3 units
EDS 251	<i>Education for a Democratic, Pluralistic Society</i>	3 units
EDS 297	<i>Current Issues in Special Education</i>	3 units

### Other Course Requirements (15 units)

(Courses in Special Education and supporting fields approved by a CSUS special education advisor)

### Culminating Requirements (Select one of the below) (6 units)

EDS 500	<i>Master's Thesis: Special Education</i>	6 units
EDS 501	<i>Master's Project: Special Education</i>	6 units

# **SECTION 5**

## **Planning Your Education**

# ADVISING

## Planning Your Education

The initiative for planning your academic schedule is up to you. Department advising faculty are best able to assist you after you have done some thinking and planning on your own. The Special Education faculty suggests that you use a three-step process in planning your program each semester.

- 1 Understand ... major and graduation requirements you must satisfy. Understanding these requirements will make it easier for you to select courses (and alternates) so you will be more successful in getting classes when you call to register through CASPER.
- 2 Consider ... the number and kinds of courses you can handle and how, given the other demands on your time and energy, they should be scheduled by days and times. Each course you select will apply to one or more of the following categories: General Education, Major, Electives (or Minor).
- 3 Discuss ... your tentative course selections with your advisor. Another person's opinions can be quite useful in helping you finalize your program.

## Advising Folder

To ensure efficient and accurate academic advising, you are encouraged to keep the following in your advising folder/binder:

- Advising Guide
- Transcripts (or grade reports) of previous college work
- Your copies of CSUS semester grades from *CasperWeb* or Kiosks
- Copies of all petitions or forms you submit
- All letters and forms you receive from the University
- *Program Planning Advisement Sheet*

**Note:** Bring your advisement binder with you whenever you meet with your advisor.

# Program Overview

A copy of the Educational Specialists and Multiple Subject Credential Programs is available through the EDS Office (Eureka Hall #316) or may be viewed online at the EDS Web Site (<http://edweb.csus.edu/departments/eds/programs/specialed.html>). It is strongly recommended that you check periodically with your advisor and the web site for program updates.

# **SECTION 6**

**California Standards for the Teaching  
Profession and California Standards for Level 1  
Education Specialist Credential:  
Mild-Moderate and Moderate-Severe**

# CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

## **Background**

Teacher educators have consistently embraced the notion that teacher education is a continuum. In order for new teachers to become increasingly more effective in the classroom, they must be supported through an extensive period of induction. Further, that process necessitates a uniform set of standards or criteria to inform the assessment of credential candidates and new teachers.

*The California Standards for the Teaching Profession* (CSTP) are the criteria by which new teachers are being assessed. *The Beginning Teacher Support and Assessment* (BTSA) Program, aligned with CSTP, is being implemented throughout California, usually through county offices of education. The BTSA program, which emphasizes a “reflections-on-practice” approach, builds on individual teacher’s strengths and evolving understanding of how their teaching practices impact student outcomes. Funding is now available to enable every eligible first- and second-year new teacher in California to participate in a BTSA program. Districts are quickly subscribing to the program for all their first-year teachers.

## **Proposed Change**

To facilitate our credential graduates’ successful transition into their first year teaching, it is imperative that our graduates are familiar with the common language and have a general understanding of the California Teaching Standards described on

the following pages.

*The California Standards for the Teaching Profession* are based on current research and expert advice pertaining to best teaching practice. The standards address the diversity of students and teachers in California schools today, and reflect a holistic, developmental view of teaching.

*The California Standards for the Teaching Profession* were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a new vision of the scope and complexity of teaching. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they define and develop their practice.

# CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

## **Standard One**

### ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

## **Standard Two**

### CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Teachers create physical environments that engage all students in purposeful learning activities and

encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and cooperatively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines

## **Standard Three**

### UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

# CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

## **Standard Four**

### PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Teachers plan instruction that draws on and value students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and included a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

## **Standard Five**

### ASSESSING STUDENT LEARNING

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of

ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth of all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

## **Standard Six**

### DEVELOPING AS A PROFESSIONAL EDUCATOR

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skills, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teacher communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

# STANDARDS OF QUALITY AND EFFECTIVENESS

## Level 1

### Core Standard 10

#### PROFESSIONAL, LEGAL, AND ETHICAL

**PRACTICES:** Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and families. Each candidate applies the highest standard to his/her professional conduct

## Level 1

### Core Standard 11

#### EDUCATIONAL POLICY AND

**PERSPECTIVES:** Each candidate develops a professional perspective by examining professional policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. Includes the philosophy and history of education, relevant legal requirements, and the status of special education services within society.

## Level 1

### Core Standard 12

#### EDUCATING DIVERSE LEARNERS WITH

**DISABILITIES:** Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities, and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences and uses strategies and techniques that are age appropriate to develop communication

skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

## Level 1

### Core Standard 15

#### MANAGING LEARNING ENVIRONMENTS:

Each candidate demonstrates knowledge and skills in managing learning environments that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self regulatory.

## Level 1

### Core Standard 16

#### EFFECTIVE COMMUNICATION AND

**COLLABORATIVE PARTNERSHIPS:** Each candidate demonstrates the ability to collaborate and communicate effectively with: (1) individuals with disabilities and their parents, other family members and primary caregivers, (2) school administrators, special education teachers, specialists, paraprofessionals, and (3) community agency and related service personnel. The candidate works in partnership to design, implement and evaluate integrated services that reflect transitional stages across the lifespan for all learners.

## **Level 1**

### **Core Standard 17**

#### **ASSESSMENT, CURRICULUM, AND**

**INSTRUCTION:** Each candidate demonstrates knowledge of basic principles and strategies of assessment curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technologies for individuals with disabilities.

## **Level 1**

### **Core Standard 19**

#### **KNOWLEDGE AND SKILLS OF ASSESSMENT**

**IN GENERAL EDUCATION:** Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements and for the purpose of making ongoing program improvements.

## **Level 1**

### **Core Standard 20**

#### **CURRICULAR AND INSTRUCTIONAL SKILLS**

**IN GENERAL EDUCATION:** Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. Each

candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests, and learning styles in a variety of educational environments.

## **Level 1**

### **Mild/Moderate/Severe Common Standard 22**

#### **ASSESSMENT AND EVALUATION OF**

**STUDENTS:** Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with Mild/Moderate/ Severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments, and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, behavioral, social, communication, vocational, and community life skill needs of students and the outcomes of instruction.

## **Level 1**

### **Mild/Moderate/Severe Common Standard 23**

#### **PLANNING AND IMPLEMENTING**

**CURRICULUM AND INSTRUCTION:** Each candidate demonstrates knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Each candidate utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations, and instructional plans. The instructional plans are responsive to the

unique needs of the student, general education settings, and the core curriculum, and are implemented and adjusted systematically to promote maximum learning and generalization.

### **Level 1**

#### **Mild/Moderate/Severe Common Standard 24**

**POSITIVE BEHAVIORAL SUPPORT:** Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessments.

### **Level 1**

#### **Mild/Moderate Standard 25**

**CHARACTERISTICS AND NEEDS OF INDIVIDUALS WITH MILD TO MODERATE DISABILITIES:** The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and to determine the implications of these characteristics for service delivery.

### **Level 1**

#### **Moderate/Severe Standard 25**

**COMMUNICATION AND SOCIAL NETWORKS:** Each candidate collaborates with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve meaningful social relationships. This includes assessment of verbal and nonverbal communication abilities and needs, identification of effective intervention

techniques, development of needed augmentative systems social skill instruction and creating opportunities for interaction.

### **Level 1**

#### **Moderate/Severe Standard 26**

##### **Standard 10**

**CURRICULUM:** Each candidate demonstrates the ability to work with IEP teams to develop Individualized Education Plans and to teach, adapt modify and integrate the curriculum within normal environments such as general education classrooms and schools, community, work and recreation settings, to meet the specific needs of students with moderate to severe disabilities.

### **Level 1**

#### **Moderate/Severe Standard 27**

**MOVEMENT, MOBILITY, SENSORY, AND SPECIALIZED HEALTH CARE:** Each candidate demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for a learner to participate fully in classrooms, schools, and the community. The candidate uses appropriate and safe techniques, procedures, materials and adaptive equipment, including the use of technology. Each candidate demonstrates knowledge of federal, State, and local policies related to specialized health care in educational settings.

# **SECTION 7**

## **Professional Portfolio Development**

# PORTFOLIO DEVELOPMENT: AN INTRODUCTION

One characteristic of exemplary teachers is that they learn from each experience and every person they meet. They seek on going professional training to refine their practice. They remain current about educational research. They read professional journals and books, attend workshops, and interact with colleagues in order to benefit from the experience of others. They ask endless questions of other people and really listen to answers. They try out new ideas, reflect on the results, and then discard or adapt the ideas. Often they keep reflective journals. When they travel, they look for opportunities to learn all they can about the other places. They volunteer in the community, getting to know its people, values, and agencies. When they join groups they tend to be the ones who go to the meetings and do the committee work.

Although teachers know that all these forms of experience have contributed to their becoming effective professionals, most would find it difficult to demonstrate to others exactly how these various experiences have fit into their pattern of professional growth. As you embark on your professional journey you will probably find that you, too, have many valuable skills and experiences that are difficult to convey in a single test score or course grade. Because these skills and experiences are part of your growing competencies, it is important that you be able to convey them to others as well as to yourself.

A professional portfolio can help. It can be a tool that enables you to make sense out of a myriad of  
*Student Advisement Guide*

experiences. It can also bring into focus a clear picture of your self as a growing, changing professional. Equally as significant, it can be a convincing, effective vehicle for you to demonstrate to others in a meaningful way the skills and knowledge you gained in something as complex as teaching.

## **What is a Portfolio?**

A portfolio is not merely a file of course projects and assignments, nor is it a scrapbook of teaching memorabilia. A portfolio is an organized, goal-driven documentation of your professional growth and achieved competence in the complex act called teaching. Although it is a collection of documents, a portfolio is tangible evidence of the wide range of knowledge, dispositions, and skills that you possess as a growing professional. What's more, documents in the portfolio are self-selected, reflecting your individuality and autonomy.

## **Who Is Required to Develop a Portfolio?**

Each credential student is required to build a professional portfolio. Typically, the portfolio development begins during the Phase I field experience and/or field experience equivalency. There is no reason you couldn't begin collecting artifacts prior to your first formal student teaching/field experience, however. We realize that your professional portfolio is a work in progress and will grow as you move through the credential program, including the transition from being a pre-service teacher to an inservice teacher.

## **How Should I Organize My Portfolio?**

There is no one uniform way to organize your portfolio, but to be effective it must have a system of organization that is understandable and meaningful to you and other educators. It is for this reason that we suggest you organize your portfolio around the *California Standards for the Teaching Professional (CSTP)* and Core Standards for all Specialist and Services Credentials. Your portfolio will contain several sections, with the largest sections corresponding to the CSTP and Standards of Quality and Effectiveness for Education Specialist Credential Programs.

So, go ahead and begin collecting. You can begin identifying examples of class assignments and other artifacts that will be placed in one of the standards sections. Remember that you can use an artifact in more than one section because several types of artifacts may document more than one standard. As you file each of your artifacts under a standard, you may want to add a brief statement about why you have filed the document under that particular standard.

## **Who Will Look At My Portfolio?**

While a student, your university supervisor, seminar instructor, cooperating teacher (if applicable), and faculty advisor(s) will review your portfolio. Moreover, your portfolio will be an excellent way for you to introduce yourself to your cooperating/master teacher and administrators during your student teaching field experiences. Cooperating teachers often are in a position to help guide you in the selection of your artifacts.

During job interviews your portfolio is likely to be reviewed by superintendents, principals, teachers, parents and, in some cases, school board members. In addition, your portfolio will help provide the Level 2 coordinator with evidence of your effectiveness in teaching.

# SECTION 8

## Most Frequently Asked Questions and Answers

# MOST FREQUENTLY ASKED GENERAL POLICY QUESTIONS AND ANSWERS

## Continuation in the Multiple Subject, Mild-Moderate, and/or Moderate-Severe Specialist Credential Programs

### 1 *Can I delay taking the CBEST/MSAT exams?*

Any student who does not follow through to take subject matter competency assessment exams (CBEST, MSAT) as indicated in the admission application will be disenrolled from basic credential program classes.

### 2 *Can I begin taking courses in the credential program prior to passing the CBEST exam?*

Any student admitted to the Teacher Preparation Program without having taken the California Basic Educational Skills Test (CBEST) must submit verification of having taken all three sections of the test before the beginning of the first semester of the program.

### 3 *When do I need to complete any remaining Liberal Studies/Child Development B, or G. E. courses?*

Any courses remaining in Liberal Studies/Child Development-B (or equivalent subject matter program) and/or General Education or any other courses required for admission to the credential

program must be completed before beginning the semester of major university-supervised field experiences (Phase II or III).

### 4 *When must prerequisite/corequisite courses be completed?*

Any prerequisite/corequisite courses must be completed prior to major university-supervised field experience (Phase II or III).

### 5 *What G.P.A. do I need to maintain?*

Students are required to maintain a 3.0 grade point average each semester in education courses in the Mild-Moderate/Moderate-Severe Teacher Specialist Credential Program.

### 6 *What if I earn a D, F, or U in a credential course?*

If a student earns a **D**, **F**, or **U** grade in any course in the Mild-Moderate/Moderate-Severe Specialist Credential Program, the course must be successfully repeated with a grade of “C” or better **before** continuation to the next semester of the program will be allowed. Permission to repeat the course must be obtained from the Chair of the EDS Department.

**7 *What happens if I take a year off from the program?***

Students who do not take any Mild-Moderate/Moderate-severe Teacher Preparation courses for two consecutive semesters or two consecutive summers will be discontinued from the program and will have to reapply.

**8 *I need to withdraw from a course. What should I do?***

If a student finds it necessary to withdraw from any individual course in the program he/she should contact the instructor and refer to the instructions in the current Class Schedule. The Special Education Program Office should be informed immediately.

Instructors do not automatically drop you from a course. You must complete the required CSUS paperwork or you will receive a *U* for an unauthorized drop (equivalent to a grade of *F*).

**9 *When can I start taking credential coursework?***

Students wishing to take coursework in the summer and/or fall prior to an admission decision for the credential program may apply to the University as “Ed Cred” graduate students (check with the EDS Department) and take the following:

- EDS 100A/B
- EDS 101
- EDS 130A/B
- EDS 119
- EDS 120 A/B
- EDS 292 {if in another credential program}

**10 *What constitutes being in the category of a continuing student (matriculated)?***

You can be out one semester, however, at the point you are out two semesters in a row you will need to reapply to the University (fill out the

Graduate Application and pay the required fee).

**11 *I am an Out-of-State Applicant. Who should I contact for information on earning a California Credential?***

If you hold a special education credential from another state, you must first contact the California Commission on Teacher Credentialing over your status. As a result of recent legislation, CCTC does grant Preliminary Level I Special Credentials to some out-of-state teachers. In these cases, teachers may be given some time to meet outstanding California requirements and to enter a Level II Program. We cannot advise you over your status with CCTC regarding your credential. You must contact them directly. We understand that CCTC is planning to open special centers to field inquiries from out-of-state teachers; you might ask CCTC staff about the location of these centers once they are opened. Useful information for contacting CCTC follows:

California Commission on Teacher Credentialing (CTC)  
1900 Capitol Avenue  
Sacramento, CA 95814

Electronic Mail

Certification Questions    [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)

Waiver Questions            [waivers@ctc.ca.gov](mailto:waivers@ctc.ca.gov)

Web site                        <http://www.ctc.ca.gov>

Information Services

Toll-Free Number            888-921-2682

Within 916 Area Code      445-7254

If CCTC reviews your out-of-state program/coursework and then refers you to us for advising

for a Level 1 Credential, we shall not be able to assist you without written documentation of your evaluation from CCTC. Without such documentation, we shall assume that you must apply to our Level 1 Program in the same manner as in-state candidates who do not hold credentials. In some cases our review of coursework taken out-of-state will require a fee paid to the university on behalf of our department. If CCTC has granted you a Level 1 Credential and advised you to pursue the Level 2 Credential, please contact the Level II advisor, Dr. David E. Raske, 323 Eureka Hall, telephone 916) 278-5946

**12 *When should I complete the advancement to candidacy form?***

You may compete the advancement to candidacy form once you have been admitted to full classified graduate standing and have completed 40% (12 units) of the graduate degree coursework as well as having met the Writing Proficiency Exam (WPE) requirement. **The advancement needs to be filed one month prior to registration for EDS 297, *Current Issues in Special Education*.** You will not be able to register for the culminating requirement (project, thesis, or exam) if you have not been advanced to candidacy.

# MOST FREQUENTLY ASKED LEVEL I QUESTIONS AND ANSWERS

**1 *Does my coursework include contact information on both mild/moderate and moderate/severe disabilities?***

At Level I, content related to Mild/Moderate and Moderate/Severe disabilities is integrated into most coursework; the program then branches during final fieldwork (student teaching) to provide more specialized experiences related to your credential goal.

**2 *Can I take courses at my own pace?***

You may take courses at your own pace; there is no requirement to take a full load of classes. However, Phase II and III student teaching is a full-time assignment in a school.

**3 *Will I earn a clear teaching credential at the conclusion of the Level 1 Program?***

No. The Level I Credential Program leads to a (Certificate of Eligibility) **Preliminary Level 1 Educational Specialist Credential** for the Mild-Moderate or Moderate-Severe Specialist Credential. Upon completion of this program, the California Commission on Teacher Credentialing (CTC) will require that you complete a Level 2 Program in order to earn a clear California Teaching Credential.

**4 *What courses would you recommend I take prior to and concurrently with my first phase (Initial Phase I) of student teaching?***

Your assigned program advisor will work with you in the development of an *Advisement Sheet* that specifies the appropriate courses for you to matriculate. These courses may vary based upon a candidate's transcripts and work situation.

Generally, it is recommended that a candidate have all of the Pre-/Corequisite requirements completed prior to beginning the initial student teaching experience. **REMEMBER:** this recommended coursework can vary based upon your individual consultation with your advisor.

**5 *Do I need to take a computer course?***

A candidate must take a Level 1 technology course (EDS 291A/B) and a Level 2 class (EDTE 232). Equivalents may be determined by your assigned advisor.

**6 *I heard that I need approval to take EDS 216A/B course. Is that true?***

No, that is not true—you just want to pay attention to the sequence of courses you planned with your advisor and take it at the appropriate time.

**7 *Can I take the EDS 220 and EDS 221 (language and literacy) courses concurrently?***

No, you cannot take EDS 220 and EDS 221 concurrently. Faculty recommend students take EDS 221 as soon after completing EDS 220 as possible. Most students then take the California-required *RICA* exam immediately thereafter (see FAQ # 10).

**8 *When should I take the course EDS 273?***

Faculty advisors recommend taking EDS 273 concurrent with either the special education student teaching or multiple subject field experience—Phase II or III (unless otherwise approved by faculty area group). MSAT or equivalent must be passed in order to take this class.

**9 *What should I do if I think I have taken a similar course at another university?***

If you believe that you have taken course(s) equivalent to any of the courses, you may document this with your transcript, a catalog description of the course(s) taken elsewhere, and preferably the course outline(s) used by the teaching faculty member. You may submit these materials to your faculty advisor. Please give your advisor copies of the materials, not your

originals. Using these materials, your advisor will make a decision about granting an equivalency for specific courses. Equivalencies for EDBM 104 may be reviewed by the faculty of the appropriate department. If you believe you have completed coursework equivalent to other courses in the program, you may submit documentation for our review as described above or wait until a decision is made on your admission.

**10 *I just completed EDS 220 and EDS 221. I was told that I should take the RICA exam as soon as possible. What is the RICA: Reading Instruction Competence Exam?***

On October 1, 1998, passage of the *RICA* became a requirement for the Multiple Subject Teaching Credential. Affected candidates must take and pass either the *RICA Written Examination* or the *RICA Written Video Performance Assessment*. Passage of either one of these two *RICA* assessments satisfies the new credential requirement. Information about this testing are given in your two program reading courses (EDS 220 & 221), **after** which you will be well-prepared for passing the *RICA*. (The *RICA* is not required for ECSE Credential Students.)

# MOST FREQUENTLY ASKED STUDENT TEACHING/ INTERNSHIP QUESTIONS AND ANSWERS

## 1 *What is my schedule for Phase I, Phase II and Phase III student teaching?*

Phase I student teaching is approximately 16 weeks, Monday–Friday mornings only; Phase II and III student teaching is approximately 16 weeks, Monday–Friday full time.

## 2 *Can I student teach if I have not passed the MSAT and the Praxis Subject Area exams (or state approved equivalents)?*

Any student admitted to the Credential Program with a non-passing score on either the state-approved subject matter exam or the Praxis series subject area examinations and Single Subject Assessment for Teaching must submit verification of having passed the exam(s) before beginning the semester of major university-supervised field experience (Phase II or Phase III).

## 3 *I want to student teach but I have an “Incomplete” grade. What should I do?*

Any “Incomplete” grade received in courses for the Mild-Moderate/Moderate-Severe Teacher Specialist Credential Program must be completed before beginning the semester of a major university-supervised field experience (Phase II or III). It is the **responsibility of the student** to request the Incomplete from the instructor and, if approved, to file in the EDS

Office the instructor’s requirements for course completion and the deadline. Refer to the *CSUS Catalog* for guidelines on the assignment of a grade of “Incomplete”.

## 4 *Can I continue in the program if I receive a “No Credit” in my student teaching?*

A “No Credit” in any university-supervised field experience or observation and participation means a student may not continue with any portion of the Specialist Credential Program unless recommended to continue by the instructor of record and the Special Education department chair.

## 5 *Can I student teach without a Certificate of Clearance from CTC?*

Candidates who do not receive their *Certificate of Clearance* from the *Commission on Teacher Credentialing* prior to beginning the semester of major university-supervised field experience (Phase II, III) will **not** be allowed to student teach without signing an affidavit.

## 6 *What happens if I turn in my application to student teach after the due date?*

No late applications will be accepted after the due date. You will need to wait until the following semester to complete your student teaching. We need to plan far in advance to

insure an adequate number of appropriate student teaching sites and supporting university supervisors. Due to the large number of applicants, late applicants will not be considered.

**7 *How do I get the registration call numbers in order to register for student teaching?***

Call numbers for student teaching must be obtained from the Department of Special Education office. Before releasing the call numbers, staff will check to see if you have been approved to student teach. Only approved applicants will be given the student teaching call numbers.

**8 *Do I have to take the B sections of courses in a semester that I am registered for student teaching?***

Yes, students must register and attend the courses that have a B section.

**9 *When should I do my Initial Phase I student teaching?***

Our program is designed to blend content with field practice. Students not working in the field will be advised to take the Initial Phase I student teaching course, in the second semester. This field placement is five mornings each week and assists students in completing field assignments flowing from their coursework.

**10 *Can I complete my Phase II general education student teaching during the summer sessions?***

Generally speaking, no. Phase II general education student teaching cannot typically be accomplished during the summer sessions. Summer student teaching requires a minimum of 10 weeks (full time) in one placement. There are no year round general education placements that

run from June–August. Most year round school sessions begin a new school year in late July or early August. An exception to this policy are those students (interns) whose districts have agreed to release them during a portion of the academic year in order to complete their multiple subject student teaching. This special request and agreement must be made (in writing) by a district.

**11 *Can I complete my final phase of student teaching prior to the completion of my coursework?***

No, you must complete all Level I coursework prior to, or concurrently with, your final phase of student teaching. No courses can be remaining after your final field experience. Students who need to drop a course (for whatever reason) during their final phase of student teaching will also need to withdraw from student teaching.

**12 *What do I need to do if I get hired as a special education teacher and want to get credit to student teach while in my own classroom?***

Under some circumstances, the faculty may allow students to complete special education (not general education) student teaching requirements “on the job.” This special arrangement is a **privilege** extended to students whose performance in the program has been strong; it is **not a right** of all students in the program. The CCTC expects us to require candidates to student teach under a master teacher when that is deemed necessary for the development of the candidate.

Please be aware that the faculty approves the specific teaching assignment; there is not blanket permission for a candidate to student teach in

any position. In order to prepare the documentation required to request on-the-job student teaching, first go to the department office and speak to staff. They will provide you the information you need to make a formal written request of faculty. Be sure to adhere to the deadlines for student teaching applications. If you wish to student teach “on the job” and do not yet hold a job, do not hold back your student teaching application. You can follow up later with a request to student teach on a specific job. Once you have prepared your request and returned it to the department office staff, it will be presented to the special education faculty at regularly scheduled meetings of that group.

Under certain circumstances, candidates who are given permission for on-the-job placement will be required to register for an internship (EDS 421 or 473) rather than for student teaching (EDS 412 or 472). Interns are distinguished from student teachers by the following characteristics:

- They have met all conditions for their full admission to the credential program.
- They work in a district that holds an internship agreement with the EDS Department.
- Their employer, along with our faculty, agrees to the internship.
- Their employer agrees to provide specific support to the intern.

Most districts prefer hiring candidates under the *Internship*, rather than *Emergency Credential*, or under a *Waiver*. The EDS Department Office maintains a list of the districts holding intern agreements with us. If you are fully admitted to our program and seeking employment in a district that holds an internship agreement with us, you might remind your potential employer of the internship agreement. Our Credential Analyst

works with employers to facilitate issuance of the Internship credential from CTC.

Finally, please be aware that candidates are at their own risk in pursuing on-the-job student teaching. Many initial teaching experiences are stressful and support slight. It may be far better for a candidate to delay employment for one semester in order to experience the role of special educator with the support and modeling of a cooperating/master teacher. Candidates who do not demonstrate competency in on-the-job placements may be discontinued from the program or required to repeat student teaching under a master teacher.

### **13 *What is an emergency teaching credential?***

Many of our students hold emergency teaching credentials and serve as special education teachers. Thus, many of our classes are offered in late afternoon, evening and during the summer to meet the needs of working people. Our faculty and department are not part of the process of obtaining emergency teaching credentials for our students; these credentials are arranged through the efforts of school districts. For the emergency credential, typical districts require—at a minimum—a completed undergraduate degree, CBEST, and proof that a candidate has been advised regarding admission to a state-approved training program leading to the appropriate credential. Once granted, emergency credentials must be renewed during that year.

### **14 *What is an Internship Credential in Special Education?***

An alternative to the emergency credential is the *Internship Credential* in Special Education; our faculty and department do play a prominent role in securing such a credential. You **MAY** be

eligible for an *Internship Credential* if you secure a position in a district with which our department has an internship agreement; if you have met all requirements for full admission to our program, including demonstrating subject matter competency; if you have completed program prerequisites as well as EDS 119 and EDS 120A/B; if you are approved for the internship by your employer and by the special education faculty. *Internship* credentials typically have the advantage of remaining in place for two years without needing renewal.

**15 *Who should I contact if I am interested in earning an Early Childhood/Specialist Credential?***

If your interest is in a career in Early Childhood/Special Education—working on behalf of infants and toddlers with disabilities—please contact our faculty advisor in this area, Dr. Maurine Ballard-Rosa, Eureka Hall #324, telephone 916-278-6512.

**16 *How will I be informed of my student teaching assignment?***

Student teachers are typically sent letters indicating their student teaching placement information (district, school site, cooperating teacher, principal, grade level, etc.) If for some reason the program coordinator is having difficulty making a placement in your district of choice and/or a placement confirmation is delayed, the program coordinator will telephone you. Therefore, it is important for the department and program coordinator to have a current email address, address, and telephone number. An inability to contact you could result in either a delay or denial of student teaching.

**17 *Is there a seminar that is taken concurrently with each student teaching field placement?***

Yes, Initial Phase I student teachers **are required** to register for the Initial EDS 233 seminar course. Phase II Multiple Subject student teachers **are required** to register for the EDTE 307 seminar course. Phase III Special Education student teachers *are not required but encouraged* to take Final EDS 233 for credit. This is not the same seminar course (although the numbers are the same) that was taken during the initial student teaching experience. This course has been specifically designed to provide on-going support and information to those student teachers that have been assigned to a cooperating teacher and/or are in their first or second year on an emergency credential. Under special circumstances (i.e., an experienced, successful special education teacher) an advisor may grant an approval to waive this final seminar.

# MOST FREQUENTLY ASKED EARLY CHILDHOOD SPECIAL EDUCATION QUESTIONS AND ANSWERS

## **1 *What is an Early Childhood Special Education Credential?***

The ECSE Credential is one of the education specialist credentials offered by CSUS. The ECSE Credential is required in order to provide educational services to children from birth through pre-kindergarten who are eligible for early intervention, special education, and/or related services under federal and state laws. (A professional holding the authorization specific to the low incidence disability must serve Children with a primary low incidence disability).

## **2 *Is there also an ECSE Certificate available through CSUS?***

Yes, students seeking a Mild/Moderate or Moderate/Severe Education Specialist credential (who are authorized to serve K-12) can add an ECSE Certificate following completion of their Level II program. This certificate authorizes the holder of a special education credential to also serve mild/moderate or moderate/severe children ages birth through pre-Kindergarten.

## **3 *What are the requirements for the ECSE Credential or ECSE Certificate?***

The ECSE Credential is a two level program including 27 units of coursework and two in-depth fieldwork experiences; one working with infants and toddlers and their families, and one working in a preschool program that includes children with disabilities. The ECSE Certificate program is added to a level II credential and assumes that some of the basic competencies in special education have been attained. The certificate program includes 15 units of coursework and in-depth fieldwork in infant and preschool programs.

## **4 *Who should I contact if I am interested in earning an Early Childhood Special Education Specialist Credential or an ECSE Certificate?***

If your interest is in a career in early childhood special education-working on behalf of infants, toddlers, and preschoolers with disabilities-please contact our faculty advisor in this area, Dr. Maurine Ballard-Rosa, Eureka Hall #324, telephone 916-278-6512.

# MOST FREQUENTLY ASKED MASTER'S EXAM, THESIS, PROJECT QUESTIONS AND ANSWERS

## 1 *The MA Exam Option*

The Master's exam option (EDS 298) requires students to submit a reservation for a seat in the Master's seminar offered in spring only for three units. This course is designed specifically to prepare students for the exam that serves as the culminating activity. The exam is scheduled on the first Monday in May and students are required to pass the MA seminar to earn a seat in the exam. The exam consists of a number of broad essay questions designed to assess a student's ability to analyze and synthesize information from a variety of sources and take a personal position based on research and current practice. For this option, students must submit a reservation for the MA seminar two semesters in advance because the course is limited to an enrollment of fifteen students.

The exam option requires a student to work collaboratively with fellow students in preparing for the exam. The exam content is very broad in nature covering the full range of disability (mild-severe) and the full age-span (0-22). The process for the MA seminar class requires all members to develop a personally developed non-annotated reference list for use during the exam. As part of this process each student will develop a study sheet on a selected area for distribution to other class members. In-class activities include sharing

of resources and practice exams to prepare students for the culminating activity.

## 2 *Is one option preferable to another and how do I decide which option is best for me?*

The options for completing the Master's program are different for a reason. Some students are highly self-motivated and may have a clear idea of a project or thesis plan that is clearly connected with their current job requirements or their future goals. Some students know that they do not do well on time-limited, high-stakes exams where there is no time to reflect, edit and revise over time. Students with learning challenges or physical limitations are generally encouraged to choose the project or thesis option.

Other students may recognize that they do not have a clearly defined "idea" for a thesis or project and they generally do well on time-limited essay exams. While they may be highly motivated, they prefer learning where work is clearly structured with class meetings and assignment deadlines and they learn best by working collaboratively with others in preparing for an exam.

In all cases, students should take the time to meet with their advisors to complete their

graduate program plan and to discuss the option that is most appropriate considering their time, distance and learning needs.

### **3 *Can I earn a Master's degree while working on my credential requirements?***

Yes, many students choose to complete a credential program and work on the Master's in Education (special education option). Most students begin by applying as an unclassified graduate student and wait until they have completed coursework in Level 1 of their program before submitting paperwork to become classified as a graduate student. Once the classification is approved, students meet with their program advisor to complete the Advancement to Candidacy form that outlines the student's proposed program. There is also a requirement for meeting the Writing Proficiency Standard (WPE). If this requirement has not been met, students should contact the English Department to find out how to register for the next WPE exam. The Advancement to Candidacy form must be submitted to the Research and Graduate Studies office before beginning EDS 297 and the culminating activity requirements for the Master's degree. Students are highly encouraged to complete their Level 1 program and work on their MA coursework concurrently with their Level 2 credential program.

### **4 *What are the options for the culminating activity for the Masters?*** All students enrolled in the MA program are required to take the three graduate core classes: EDS 250 *Educational Research*; EDS 251 *Education for a Pluralistic, Democratic Society* and EDS 297 *Current Issues in Special Education*. These courses must be listed on the Advancement to Candidacy and all

students are encouraged to complete these courses before beginning the culminating activity. The three options for completing the master's program are: the thesis (6 units), the project (6 units) or the exam that follows EDS 298 *MA Seminar* (3units). It should be noted that for students selecting the exam option, EDS 297 *Current Issues* is a pre-requisite to EDS 298, 500, and 501 and these courses may not be taken concurrently.

### **5 *What is the difference with these options?***

#### **The Thesis/Project Option**

The thesis (EDS 500) and project (EDS 501) options require a total of six units and it is not a wise strategy to assume that you can complete a thesis or project in one semester. In 95% of cases students will need to enroll for 3 units in two consecutive semesters to complete this activity. You will also need to find a fulltime faculty member (not necessarily your program advisor) to work individually with you in this endeavor. Faculty usually establish their workloads a year in advance so you will need to get a reservation form with a signature for commitment from your thesis/project sponsor before you submit your Advancement to Candidacy. Both the thesis and project options require a student to work one on one with a selected faculty member to explore a given topic area in depth. This process will require you to: 1) review the current literature, develop a research hypothesis, collect data and report on findings for your MA thesis; or 2) review the current literature, derive assumptions related to research; develop a product (e.g., curriculum, training program, handbook, assessment tool, etc) that is based on research-based findings and field needs as your MA project.

# MOST FREQUENTLY ASKED LEVEL 2 SPECIALIST CREDENTIAL QUESTIONS AND ANSWERS

## **1 *What is a Level 2 Specialist Credential?***

The major purpose of the *Level 2 Specialist Credential Program* is to provide a mechanism for the successful induction of a preliminary Level 1 credentialed teacher. The Level 2 Credential is a *Clear Teaching Credential* that is renewed every five year through CTC.

## **2 *Do I have to enroll in the Level 2 Program?***

The preliminary Level 1 Credentialed teacher is authorized to provide special education instruction for five years. If you plan to continue as a special education teacher beyond five years, a *Clear Level II Specialist Credential* is required in California.

## **3 *Do I have to apply to the Level 2 Program?***

Yes, applications may be obtained in the EDS Department Office, Eureka Hall, Room #316. You may not register for Level 2 coursework unless a *Level 2 Application* is on file in the EDS Department Office.

## **4 *Is there an interview requirement?***

Typically not, but for non-CSUS students an interview may be requested of the candidate.

## **5 *What are the requirements for admission?***

- a. Possession of a valid *Preliminary Educational Specialist (Level 1) Credential*
- b. Evidence of an appropriate paid special education teaching position
- c. A minimum grade point average of 3.0
- d. Completion of the *Level 2 Application*
- e. Submission of professional references, job description, transcripts, copy of *Preliminary Educational Specialist (Level 1) Credential*, and a written statement of professional goals.

## **6 *How soon do I have to enroll in the Level 2 Program after I begin my special education teaching?***

You should enroll in EDS 252A/B *Advanced Teacher Induction Seminar* the semester you begin teaching under your Level 1 credential. A *Professional Induction Plan* must be completed no later than 120 working days (six months) of special education service on the *Preliminary Educational Specialist (Level 1) Credential*. The *Induction Plan* is a requirement of EDS 252A/B course.

**7 *Is there a student teaching requirement?***

No.

**8 *I heard that I must teach in the field of special education for two years in order to obtain a Clear Specialist Credential. Is this true?***

Yes. Please be aware that these two years of teaching **must** be done in the state of California.

**9 *I have completed all of my Level 1 courses and am in my final phase of student teaching. Can I begin taking some of my Level 2 courses?***

No, you cannot take any Level 2 courses until

you have been hired by a district and completed **all** coursework and field experiences for a Level 1 Preliminary Credential.

**10 *Whom do I contact for additional information regarding Level 2 program advisement?***

Additional information can be obtained from the Department's Level 2 Coordinator. Please check with the Special Education Department Office, Eureka Hall Room #316 (916-278-6622 or < <http://edweb.csus.edu/departments/eds> >) for the name of the Level 2 Coordinator.

# MOST FREQUENTLY ASKED QUESTIONS THAT CAN BE ADDRESSED THROUGH CSUS WEBSITES

1 *How do I obtain information about CSUS or arrange a campus tour?*

<http://www.csus.edu/admr/outreach.html>

2 *Am I eligible for admission to CSUS?*

<http://www.csus.edu/admr/admhome.html>

3 *How do I apply for admission?*

<http://www.csus.edu/admr/appinfo.html>

4 *How do I get information about Financial Aid?*

<http://www.csus.edu/faid>

5 *How can I view my grades, class schedule, summary of courses completed, or progress toward degree online via CasperWeb?*

<http://www.csus.edu/admr/csprhome.html>

6 *How can I find out my admission, academic, or financial aid status from anywhere using CasperNET?*

<http://www.csus.edu/admr/csprhome.html>

7 *How do I get information about Student Orientation?*

<http://www.csus.edu/acad/orientation/>

8 *How do I register for classes?*

<http://www.csus.edu/admr/reghome.html>

9 *How can I find out which classes are still open?*

<http://www.csus.edu/schedule/cssearch.htm>

**10 How do I view my academic record at CSUS?**

<http://www.csus.edu/admr/rechome.html>

**11 How do I order a copy of my CSUS transcript?**

<http://www.csus.edu/admr/tranhome.html>

**12 How do I find out about transfer credit or GE/graduation requirements?**

<http://www.csus.edu/admr/evalhome.html>

**13 How do I contact Admissions, Records, and Enrollment Services staff?**

<http://www.csus.edu/admr/dirhome.html>

**14 How do I register for the EPT/ELM online?**

<http://www.csus.edu/testing/>

**15 How do I open my free web access and e-mail account through the CSUS SACLINK Internet service for continuing students?**

<http://www.csus.edu/uccs/inetemail/saclink/>

**16 How do I obtain further information on the Special Education programs at CSUS?**

<http://edweb.csus.edu/departments/eds>

**17 What is TPE (Teacher Performance Expectation) in terms of the Multiple Subject Credential Option?**

<http://edweb.csus.edu/departments/eds/programs/specialed.html>

# SECTION 9

## Forms, Forms, Forms

# FORMS

During your matriculation in the EDS Credential and M.A. Programs, it will be necessary to fill out many Forms. Many of these forms are identified below. You may preview these forms through our EDS Departmental Web Site ( <http://edweb.csus.edu/departments/eds> ) or Office (Eureka Hall #316).

1. *Student Teaching Applications*

- **Phase I**
- **Phase II and III**

2. *Classification Application*

3. *Reservation Forms*

4. *Advancement to Candidacy (M.A.)*

5. *Graduation Application (M.A.)*