



SPECIAL EDUCATION PROGRAM
CANDIDATE HANDBOOK
Academic Year 2010-2011

- *Master Degree Special Education*
- *Education Specialist Credentials*

As of August 2010

Preliminary with Mild/Moderate Authorization
Graduate and Undergraduate Candidates

Prior to August 2010

Level I with English Learner Authorization
Graduate and Undergraduate Candidates
Level II with English Learner Authorization
Graduate Candidates

School of Leadership and Education Sciences
SPECIAL EDUCATION DEGREE & CREDENTIAL HANDBOOK AND GUIDES
2010-2011

Acknowledgement Statement

PRINTOUT AND SIGN THIS PAGE AND RETURN TO COORDINATOR OF SPECIAL EDUCATION

I have received my compact disc copy of the handbooks/guides. I understand the information on this disc outlines key policies, procedures and deadlines relevant to my enrollment in the University of San Diego, School of Leadership and Education Sciences and the Department of Learning and Teaching.

- *Learning and Teaching 2010-2011 Handbook for Master's Degree and Candidate Programs*

I understand that in addition to the USD policies and procedures I am responsible for following the additional policies and procedures pertaining to the Special Education Master's Degree program and the Undergraduate and Graduate Preliminary Credential Program.

The Special Education policies and procedures are included in the following handbook and guides:

- *Overview Handbook - Special Education Credential and Degree Program 2010-2011*
- *Advisement Guide - Special Education Credential and Degree Program 2010-2011*
- *Assessment E-Folio Guide - Special Education Credential and Degree Program 2010-2011*
- *Field Experience Guide - Special Education Credential Program 2010-2011*

I agree to read and abide by the policies and procedures outlined in the special education handbook and guides. I understand that it is my responsibility to meet all program requirements according to the chronology delineated in these documents. I am also aware that the latest version of the special education program handbooks and guides are available in the My.Sandiego.edu portal.

I understand that my USD email/Internet identification and password give me access to the official source for all University of San Diego program and school information. I understand that the my.sandiego.edu portal and my USD email account are the primary source for information, policies, procedures and deadlines relevant to my program of study and the university. I understand I need to regularly check these courses for important information and deadlines. I understand that the university is not responsible for contacting students via any secondary personal e-mail addresses.

ACKNOWLEDGEMENT

I understand and agree that it is my responsibility to read, understand and comply with the *Special Education 2010-2011 Handbook & Guides* and all other applicable policies of the University of San Diego. I understand that the handbook, guides, and university policies are posted electronically on the School of Leadership and Education Sciences (SOLES) website, and I am familiar with how those materials can be accessed. If I have any questions regarding the handbook and guides or any applicable university policies, it is my responsibility to direct my questions to the Coordinator of Special Education, *Dr. Ammer* (619) 260-4292 ammer@sandiego.edu or the SOLES Dean's office.

Name (Printed)	Date	Signature



Special Education - Academic Excellence from a Global Perspective

Dear Special Education Candidate,

It is with great pleasure that we welcome you to the **2010–2011** academic year at the University of San Diego (USD). We begin our two newly authorized Preliminary Education Specialist Credential 1) with Mild/Moderate Authorization and 2) with Deaf and Hard-of-Hearing Authorization. The Council for Exceptional Children (CEC), our major national professional organization, nationally recognizes us. The School of Leadership and Education Sciences Programs are *Nationally Recognized* by the National Council for Accreditation of Teacher Education (NCATE) and the Western Association of Schools and Colleges (WASC). We have begun the sixth year of our partnership with the John Tracy Clinic; an internationally known Los Angeles based program-serving individuals who are Deaf and Hard of Hearing and their families. Through a federally funded low incidence grant for distance education in Deaf and Hard of Hearing, we offer teaching credentials and a Master’s degree in this high need area. We continue to enjoy our new School of Leadership and Education Sciences building know as Mother Rosalie Hill Hall, our academic home since August, 2007.

Our goal is to provide you with a teacher preparation program that is of a very high quality, and one that will greatly empower you to *teach for impact* in California schools. We expect that you will positively affect the lives of many children, youth and adults with disabilities and their families as you pursue your career in this specialized field. To meet this goal the overarching theme of ACE described in this manual and lived in all our classes and practicum experiences tied with the professional dispositions embedded in your program of study are in place to guide you on your journey of lifelong professional development in the field of special education.

We are providing you with this overview handbook as a personal guide outline of the policies, procedures and timelines for meeting university, professional organization and state accreditation and degree requirements. A series of supplementary guides will also be provided. Each goes into detail about a specific area: 1) advisement, 2) assessment/evaluation procedures, and 3) field placements/student teaching. Please read these materials carefully and place them in a file for future reference, along with all your credential and program materials. Your faculty program advisor will assist you throughout your program of study, including your demonstration of performance-based outcomes collected in your electronic portfolio.

Be assured that we are both pleased and proud to have you join our Special Education *community of learners*. You are encouraged to become acquainted with the entire faculty and all your colleagues as we collectively reformulate our close-knit Special Education *family* for this academic year. We encourage our to become fully active participants in the program so that you can glean as much from your experiences at USD as possible. Again we welcome you to our Special Education community with great enthusiasm and look forward to becoming better acquainted with you in the coming weeks and months.

Very best regards,

<p>Judy A. Mantle, PhD Chair Department of Learning and Teaching mailto:jmantle@sandiego.edu</p>	<p>Jerome J. Ammer, PhD Coordinator Special Education Program mailto:ammer@sandiego.edu</p>
<p>Anne Donnellan, PhD Autism Specialist donnellan@sandiego.edu</p>	<p>Stacey Kasendorf, M Clinical Faculty</p>

KEY DATE CALENDAR: IMPORTANT DATES RELEVANT TO CREDENTIAL AND/OR MASTERS DEGREE

REMEMBER CHECK MY.SANDIEGO.EDU FOR ALL CALENDAR DATES. YOU ARE RESPONSIBLE FOR CHECKING LISTSERV ANNOUNCEMENTS SENT ONLY VIA YOUR USD E-MAIL ACCOUNT.

Activity	Date	Submit To – Or - Location
New Graduate Student Orientation	August 31, 2010 4 p.m.	Mother Rosalie Hill Sala
Student Teaching Application		
Spring 2011 Student Teaching	October 6-26, 2010	Dr. Helene Mandell (All Applicants)
Fall 2011 Student Teaching	March 2-22, 2011	Dr. Jerry Ammer (supplementary application special education)
Midpoint Submission Special Education E-Folio ESAs And CAs		
Spring Student Teaching	3 rd Friday in December	TaskStream Special Education E-Folio
Fall Student Teaching	3 rd Friday in May	
Final Point Submission Master Degree ESAs And CAs		
January Graduation	3 rd Friday In December	TaskStream Special Education E-Folio
May Graduation	3 rd Friday In May	
August Graduation	3 rd Friday In August	
Final Point Submission Preliminary Credential Request ESAs And CAs from Student Teaching		
January Recommendation	3 rd Friday In December	TaskStream Special Education E-Folio
May Recommendation	3 rd Friday In May	
August Recommendation	3 rd Friday In August	
Master Degree In Special Education Poster Presentations	Formal Presentation Of Poster For Faculty Evaluation	Submission Of Request To Participate In Poster Presentation – Submit to Dr. Ammer
January Recommendation	First Study Day Prior To December Final Week	November 30th
May Recommendation	First Study Day Prior To May Final Week	April 30th
August Recommendation	3 rd Friday In August	August 1st
Petition to Graduate Paperwork		
May Graduation	October 15, 2011	Dr. Jerry Ammer
August Graduation	Oct 15, 2011	
January Graduation	May 10, 2011	
Final Date Change Incompletes		Note: Instructor requires work submitted week prior to deadline date!
Spring or Summer Incomplete	November 9, 2010	All Required Incomplete Work As Per Petition For Incomplete Attached To Final Grades Submitted to Original Instructor Issuing Incomplete.
Fall Incomplete	April 1, 2011	

SPECIAL EDUCATION PROGRAM
CANDIDATE HANDBOOK
Academic Year 2010-2011

Master Degree Special Education
Education Specialist Credentials

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Undergraduate Level

- Preliminary Education Specialist Credential with Mild to Moderate Authorization

Credential Candidate Beginning Coursework prior to August, 2010:

Graduate Level

- Level I Education Specialist with English Learner Authorization
- Level II Professional Education Specialist with English Learner

Undergraduate Level

- Level I Education Specialist with English Learner Authorization

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PART ONE:
SPECIAL EDUCATION PROGRAMS OF STUDY
- OVERVIEW -

You are embarking on a journey designed to provide you with the tools and experience to help students with special needs in programs ranging from kindergarten to twenty-two year olds in adult learning settings. The path upon which your coursework and field experiences take you is well worn. The University has been offering special education coursework with integrated field-based experiences and supervised student teaching for over forty years. Just like your future role as an education specialist, the faculty and support team are seasoned experienced educators committed to provide you with individualized attention and learning experiences.

Special education is a program within the Department of Learning and Teaching (L&T). Our program is part of the larger School of Leadership and Education Sciences (SOLES). Elements of your professional growth and learning experiences are unique to special education. There are also policies and procedures that are shared with the L&T department. Other parts of your program reflect the mission, values and traditions of SOLES. Helping you become part of the experience is the purpose of the four supporting handbooks designed for undergraduate and graduate special education students.

- *Candidate Handbook Special Education Program 2010-2011*
- *Advisement Guide Special Education Program 2010-11*
- *Performance-Based Evaluation Guide Special Education 2010-2011*
- *Field Experience Guide Student Teaching Special Education 2010-2011*

You are responsible for all information, policies and procedures detailed in these handbooks. You receive these on a compact disc during orientation. Your signed acknowledgement statement verifies that you understand you are responsible for reading and referring to these guides at critical points in your credential and/or degree program of study. *Additional handbook and guide availability:* These handbooks are also available online within the SOLES WebLinks. If you loose or have questions related to the handbooks contact or see Dr. [Jerry Ammer](#), Coordinator of Special Education Program for assistance. Contact information can be found on the List of Key Contacts page in this manual or by using find people in my.sandiego.edu portal.

Upon completing your undergraduate or graduate education specialist credential program and/or the master degree in special education you will join a legion of USD alumni known for the quality of excellence and research-grounded expertise across San Diego County, California and the U.S. Now with the international requirement for the master degree the University of San Diego prepared education specialists are known around the world.

DEGREE PROGRAM OF STUDY COURSEWORK:

MASTER DEGREE IN SPECIAL EDUCATION:

USD offers a Master Degree in Special Education. A candidate can complete a *MEd in Special Education* with an emphasis in

- USD Campus ¹
 - Mild/Moderate Disabilities,

- John Tracy Clinic Campus
 - Deaf and Hard of Hearing

Graduate Degree Program of Study: The M.Ed. in Special Education is a 30-unit minimum graduate level coursework program of study. Practicum² units do not count towards the 30-unit master degree requirement, but the practicum units do count towards district graduate coursework salary scale adjustments. Note that undergraduate 300 level credential courses meet the knowledge and skills competency for an Education Specialist Credential. A 300 level course is not transferrable to the advanced level coursework required for a master's degree in special education.

In addition to coursework in special education, a degree candidate must complete

- A graduate level research and design course (EDUC 500)³,
- Complete a **reflective competency-based electronic portfolio**
- Partake in the special education degree candidate “Poster Presentation”, and
- Complete an international experience⁴ (See Appendix D International Requirement)

The master degree Special Education Advisement Form delineating program requirements and semesters in which specific courses are offered follows this section of the student manual. There is a section in this document detailing the options and procedures for completing the international experience.

John Tracy Clinic Med Emphasis Deaf & Hard of Hearing Program: In conjunction with the world-renowned John Tracy Clinic in Los Angeles a Special Education combined credential and master degree in Deaf and Hard of Hearing is available. More information is available through the John Tracy [website](#) and additional information is on the Key Contacts page in this manual.

¹ Graduate students admitted to the special education master degree program prior to 2010 are still eligible to complete the MEd in Special Education with a Moderate/Severe or Early Childhood emphasis.

² The CCTC documents refer to special education kindergarten to 22 years of age setting experiences in content area courses as *fieldwork*. The formal, full semester student teaching supervised by a university and district support provider follows the district academic calendar. Prior to 2010 special education student teaching was called a practicum. As of fall 2010 CTC requires the use of the term student teaching in all credential program. *An intern completes a minimum of 6-units of practicum but must enroll for at least 1-unit of practicum every semester under a district intern contract.*

³ A Master Degree in Special Education candidate completes the first three parts of an action research project in EDUC 500. Special education students are not required to formally conduct the action research project and participate in the Action Research Conference. The alternative professional poster presentation is described in the *Performance-Based Evaluation Guide Special Education*.

⁴ Required of all master degree candidates as of July 2008. For International Requirement details [click here](#).

Concurrent Master Degree and Graduate Level Education Specialist Credential: The master degree program can be completed in conjunction with a credential program of study. An individualized Master Degree in Special Education without credential is also available to candidates who already hold an initial Education Specialist Credential. The individualized master degree is also available for candidates interested in majoring in special education without completing California credential requirements. Official copies of the Master Degree in Special Education with International Emphasis Advisement Forms are located in Appendix A. The advisement forms and a detailed advisement guide is also part of your policies and procedures resources.

- *Advisement Guide Special Education Program 2010-11*

Bring your copy of the advisement guide and an up-dated copy of your Official Program of Study Advisement Form to all meetings with your Faculty Advisor.

Transference of Graduate Level Coursework: A candidate may transfer up to a maximum of 6-units of graduate level coursework completed through an approved graduate school. Students wishing to petition for a transfer of credit towards the Master Degree in Special Education must present documentation and performance-based course artifacts. This includes the catalog description of the course, a transcript showing a grade of B – or better in the course, the course syllabus including and text or readings, and papers, projects and other resources evaluated in the course. The candidate must clearly demonstrate that the transfer course meets the learning and performance-based objectives within a master degree program of study. Any master degree required Embedded Signature Assignments⁵ (ESA) related to a course or field-based experience must be completed as part of the degree requirement. The Program Advisor will work with a candidate attempting to transfer or waive a course to individualize ESA project.

BACHELOR DEGREE:

Undergraduates earn their bachelor degree in an area other than special education. USD is one of the few California universities that offer an undergraduate credential in special education option. The upper division professional special education coursework applies towards a California credential as an initial level Education Specialist. Coursework completed at the undergraduate level meets credential knowledge and skills competency requirements. Courses completed as an undergraduate do not meet the rigor required of a post bachelor degree master student. Undergraduate 300 level credential courses may not be transferred for MEd level credit if accepted into the USD Master Degree in Special Education program. The EDSP 490P or the EDSP 590P student teaching course does not count towards a master degree.

⁵ The terminology for the performance-based outcome products that clearly demonstrate a candidate's knowledge, understanding and skill competency has changed several times since USD became NCATE Nationally Accredited. Two terms related to products or experiences evaluated in this program are centerpiece artifacts and embedded signature assignments (ESA). The term ESA refers to performance-based project linked with coursework and field experience. A centerpiece artifact (CA) is a more encompassing product. The CA project requiring integration of knowledge and skills that cross more than one CTC, CEC and NCATE standard are included in the Advisement Guide Special Education. Specific standards are indicated on all course syllabi. Collectively embedded signature assignment and centerpiece artifact provide candidates with avenues to clearly showcase their teaching and research knowledge and skills.

DIFFERENTIATED GRADUATE AND UNDERGRADUATE ASSIGNMENTS AND EVALUATION CRITERIA:

MASTER DEGREE and GRADUATE LEVEL CREDENTIAL CANDIDATES are evaluated at a different caliber of expectations than *UNDERGRADUATES WHO ARE CREDENTIAL ONLY CANDIDATES*. Course performance evaluation of research, scholarship, field-based experience and in-class discourse by graduate students is held to a higher set of criteria. Demonstration of graduate level scholarly writing, skills as a researcher and use of persuasive in-depth analysis skills will affect grading. Specific additional graduate level assignments or added assignment requirements are listed in each course syllabi.

GRADING OF UNDERGRADUATE STUDENTS IN CREDENTIAL COURSEWORK: Undergraduate performance evaluation is based on expectations for an undergraduate level knowledge, skills and experience. Undergraduate credential performance-based evaluation of research, scholarship, field-based experience and in-class discourse is measured in alignment with the university and professor expectations of a candidate for a bachelor degree. A 300 series special education course counts towards a Preliminary Education Specialist Credential. It cannot count as a graduate level course upon entering the master degree program of study.

The degree program of study is further detailed in the following guides:

- *Advisement Guide Special Education Program 2010-11*
- *Performance-Based Evaluation Guide Special Education 2010-2011*

CREDENTIAL COURSEWORK:

USD offers both *undergraduate* and *graduate credential coursework in special education*.

PROGRAM OF STUDY BEGINNING AUGUST 2010:

- Preliminary Education Specialist Credential with Mild to Moderate Authorization

PROGRAM OF STUDY BEGUN PRIOR TO AUGUST 2010⁶:

- Level I Education Specialist Credential with English Learner Authorization
- Level II Professional Education Specialist Credential with English Learner Authorization

Level I Education Specialist Mandated Level II Standards Competency Evidence: Candidates admitted to the Level I Education Specialist Credential with English Learner Authorization must meet the Level II Professional Education Specialist standards competencies. The California Commission on Teacher Credentialing (CTC) will not grant a Level II clear credential unless a

⁶ These credentials are in a teach-out mode. Meet with your special education advisor to ensure course completion prior to summer 2013!

Level II program of study has been completed and verified with two years of teaching experiences with a Level I credential.

EDUCATION SPECIALIST CREDENTIAL PROGRAM OF STUDY:

UNDERGRADUATE UPPER DIVISION PROFESSIONAL EDUCATION SPECIALIST CREDENTIAL: Students can complete all initial education specialist coursework and student teaching at the undergraduate level. This option is dependent upon the number of elective units an undergraduate can add to his or her bachelor program of study major concentration. Undergraduates also have the option to start special education credential coursework as an undergraduate and complete the credential program coursework and/or student teaching as a fifth year student or as a master degree student.

Declaration of Professional Coursework: Undergraduates considering this option need to declare early in their program of study. Early advisement and careful course planning is required to complete all requirements in four years. The primary undergraduate program of study advisor is in the School or College from which the bachelor degree will be granted. This is where the declared undergraduate major area of concentration is located. In conjunction with the undergraduate major advisor a student works with an Undergraduate Education Program Specialist to incorporate special education credential coursework into a program of study. Undergraduates interested in completing special education coursework are encourage to set up a meeting with the Coordinator of Special Education ([Dr. Ammer](#)) as soon as possible. The earlier you begin special education coursework, the greater the possibility of completing a preliminary education specialist credential coursework and semester long student teaching within a four year program or with a fifth year option.

Undergraduate Requirements to Recommend for Preliminary Credential: At the undergraduate level:

- All special education credential candidates must pass the California Subject Examination for Teachers: Multiple Subjects ([CSET](#)) before student teaching
- Bachelor Degree
 - Highly recommend [Liberal Studies](#) major in the College of Arts and Sciences. Coursework in this program tailored for future teachers includes a rich experience in subject matter teaching.
 - Major in any bachelor program of study. The liberal studies program is recommended but not mandatory to become an education specialist.
 - The CSET is required of all California teachers. No matter what the bachelor degree area of concentration the CSET must be taken of all candidates for an initial Education Specialist Credential.
- Completes an upper division Special Education Professional Program of Study.

Begin with EDSP 389 (2nd Semester Sophomore Year): An upper division undergraduate may complete some or all of the credential coursework and semester long student teaching in special education. This depends upon the availability of elective courses and course load for the bachelor degree. Undergraduates are encouraged to begin the special education sequence with

- EDSP 389 Healthy Environments/Inclusive Education in a Global Society.

EDSP 389 can be taken in second semester sophomore year with the approval of the undergraduate degree area major advisor and a special education program advisor. There is a daytime option for EDSP 389 in the fall and spring semester. The course is also offered in evenings in fall, spring, summer and intersession. An undergraduate must carefully plan coursework to avoid schedule conflicts with required bachelor degree coursework and the education specialist coursework and student teaching.

Undergraduate candidates in the special education program must follow the policies and practices outlined in the School or College where their bachelor degree major resides. The policies and procedures in the Department of Learning and Teaching and Special Education program must also be followed. Vigilant ongoing advisement increases the potential to complete an undergraduate teaching credential. While completion of an undergraduate initial level Education Specialist is not always feasible in four years, graduates from this program are in a strong position for applying for a potential intern consideration that sometimes arise in a school district and/or working as a substitute teacher.

An undergraduate who began coursework prior to August 2010 in the Level I Education Specialist Credential program of study must complete a Level II Professional Education program of study before a clear credential will be granted by CTC.

GRADUATE LEVEL EDUCATION SPECIALIST CREDENTIAL:

The undergraduate coursework leads to an initial teaching credential in special education. The graduate professional coursework can lead to both a credential and a master degree in special education. At the graduate level courses are offered for the MEd program of study and the initial and/or advanced credentials in special education. A combined deaf and hard of hearing credential and MEd program is offered in conjunction with the [John Tracy Clinic](#)⁷ in Los Angeles.

NOTE Education Specialist Credential Options at USD

As of September 2009 new students are only accepted into the Mild to Moderate Disabilities degree and/or credential program of study on the USD campus. The graduate level MEd and initial credential Deaf and Hard of Hearing program of study continues to be offered in conjunction with the John Tracy Clinic.

Candidates admitted to the *Moderate to Severe Disabilities* and/or the *Early Childhood Disabilities* prior to 2010 must complete the courses unique to these programs in the following sequence:

- Fall of 2009 (EDSP 376/576 & EDSP 377/577), and
- Spring of 2010 (EDSP 378/578).

The student teaching experience is the only coursework specific to early childhood (EDSP 391P/591P) and moderate/severe (EDSP 392P/592P) credential that will continue to be offered after Spring 2010.

⁷ Information about JTC deaf and hard of hearing credential and master degree program at <http://www.jtc.org/>

ACCREDITATION AND NATIONAL RECOGNITION:

The CA Dept. of Education and the [California Commission on Teacher Credentialing](#) currently approves all graduate and undergraduate education specialist credentials offered through USD. Master degree approval is granted primarily through the [Western Association of Schools and Colleges](#) (WASC). The credential program and the master degree programs in special education are also *Nationally Recognized*⁸ by the [Council for Exceptional Children](#) Specialized Professional Association (CEC•SPA) that reviews degree and credential programs for the INTASC⁹ and [NCATE](#) national accreditation agencies.

Performance-Based Assignments: As part of the rigorous criteria for earning National Recognition all USD Special Education Degree and Credential Programs are **standard based** and require candidate **performance-based evidence** of **professional competency**. Specific performance-based projects are aligned with unique credential standards and for MEd candidates with master's degree learning outcomes. There are two types of performance-based assignments in the special education program.

Centerpiece Artifacts (CA): A CA project is a comprehensive assignment. The CA project requiring integration of knowledge and skills that cross more than one CTC, CEC and NCATE standard.

Embedded Signature Assignments (ESA): The term ESA refers to performance-based project linked with specific courses and field-based experiences. Required ESAs are linked to specific standards and teacher performance expectations in the course syllabi where the project is produced.

Collectively embedded signature assignment and centerpiece artifact provide candidates with avenues to clearly showcase their teaching and research knowledge and skills. At the program level it provides measurable performance outcome data for planning, revising and enriching the special education program. The standards based competencies and special education electronic portfolio requirements and candidate performance evaluation procedures are clearly delineated and described in the guide:

- *Performance-Based Evaluation Guide Special Education 2010-2011*

Transfer or Waiver Embedded Signature Assignment(s) Requirement: Any credential or master degree coursework that is transferred or waived based upon coursework from another program of study still requires demonstration of the Embedded Signature Assignments. In situations where a specific ESA cannot be verified from a waived or transferred course, the Program Advisor will meet with the candidate to design an individually tailored project that must be completed as part of the ESA. Admission to student teaching and/or recommendation for a credential will not occur until the substitute ESA is completed and evaluated by the Program Faculty.

⁸ National Recognition received June 2004.

⁹ All terms are defined in the Glossary in an appendix to this handbook.

CREDENTIAL VALIDATION PERIOD:

There are different polices related to the type of education specialist credential earned by a special educator in California. An overview of the California Commission on Teacher Credentialing policies is listed here. Be sure to check with the credential analyst [Tedi Kostka](#). The USD teacher education credential handbook is available on line (<http://www.sandiego.edu/soles/documents/TeachingCredentialHandbook.pdf>).

The California Commission on Teacher Credentialing information can be found online.

(<http://www.ctc.ca.gov/credentials/default-current.html>)

Credential Program Began during or after August 2010

PRELIMINARY EDUCATION SPECIALIST CREDENTIAL:

A Preliminary Education Specialist Credential is valid for five years. Prior to completion of a Preliminary Education Specialist Credential program a candidate must complete a transition plan that serves as a preparation to develop the Individual Induction Plan. This document includes individual strengths along with areas of need that will be addressed in the Clear Credential Program.

CLEAR INDUCTION EDUCATION SPECIALIST CREDENTIAL:

A Clear Induction Education Specialist Credential is valid for five years. Within 60 days of employment in the credential area a candidate prepares an Individual Induction Plan. A credential holder can complete a district approved Induction BTSA program or any IHE or agency CTC approved Induction Plan. The IIP must be completed prior to beginning the supported induction program. The scope of the IIP is determined by the following factors a teacher's education setting, preliminary credential, and/or areas identified in the Transition Plan and career goals. The IIP defines and documents the professional development and/or coursework that support growth and improvement of professional practices. Employment in special education is not required for clear credential. An experience in special education teaching setting is required. A preliminary education specialist, multiple or single subject credential can be cleared in one induction providing each credential areas is part of the clear program. A Preliminary credential holder may clear the credential in other than a full time teaching position if it meets the induction requirement of experience as a teacher.

Credential Program Began Prior to August 2010

LEVEL I EDUCATION SPECIALIST CREDENTIAL WITH ENGLISH LEARNER AUTHORIZATION:

A Level I Education Specialist Credential is valid for five years. Within 2 years of being issued a Level I credential, a teacher must obtain employment as a California Education Specialist directly related to areas covered by the credential. If a Level I teacher does not begin employment within the two-year window they are subject to changes in the CCTC requirements. At the end of five years a teacher must have completed all requirements to obtain a Level II Credential.

LEVEL II PROFESSIONAL EDUCATION SPECIALIST CREDENTIAL WITH ENGLISH LEARNER
AUTHORIZATION:

A Level II Professional Education Specialist Credential is valid for five years. Upon receipt of a California Level II Education Specialist credential a teacher follows the CCTC policies and procedures for continued renewal of the licensure. A Level II credential must be obtained within five years of receiving the initial Level I credential. Within 120 working days of receiving a Level I teaching position, an educator must complete an Individual Induction Plan and be enrolled in a university Level II program of study. The USD required coursework is outlined on the attached Level II Matrix. In addition to university coursework, a teacher must complete 2 years of teaching in a district position. Note intern position years do not count towards the two years of employment rule imposed by CCTC.

Note Beware Level I Credential Holder: A special educator holding a Level I Education Specialist Credential must partake in a clear process that includes demonstration of all Level II Professional Education Specialist teaching standards. An induction BTSA or other Clear program offered for a Preliminary Education Specialist does not include the Level II standards. If a Level I teacher completes one of these alternative clear options he or she must still provide evidence of mastering the content included in the Level II teaching standards.

ADVISEMENT:

USD is proud of the unique intense advisement program for all graduate students. You meet with your assigned *graduate faculty advisor* each semester to review your program of study and plan coursework for the next semester. The MEd and graduate credential program advisement information is described in detail in another guide:

- *Advisement Guide Special Education Program 2010-1*

Bring your copy of the advisement guide and an up-dated copy of your Official Program of Study Advisement Form to all meetings with your Faculty Advisor. You must meet individually with your Special Education Faculty Advisor and bring the advisement guide and Official Program of Study at the following points in your program of study:

- 1) Initial and ongoing planning and registration for next session courses
- 2) Prior to applying to Director of Field Services for student teaching approval (there is a mandatory meeting with the Coordinator of Special Education for advisement and signature prior to submitting the petition to enroll in student teaching;
- 3) Petitioning for graduation the semester prior to planned graduation; and
- 4) Prior to petitioning the Credential Analyst for recommendation to the Commission on Teacher Credentialing.

Course Enrollment:

New Graduate Student: Upon acceptance to a graduate program of study a candidate receives a letter from the Graduate Admission Office informing a candidate to make an appointment with an assigned special education faculty advisor. The faculty advisor and new candidate complete the initial semester course registration in paper format. This

provides an opportunity for the student and faculty member to become acquainted. At this time the faculty advisor goes over the graduate program of study. The official *Special Education Program of Study Advisement Form* is completed at this meeting. The student takes the course enrollment form to One Stop Services to complete registration, go over any financial assistance and obtain a USD photo identification card.

Continuing Graduate Student: After the initial paper course enrollment a continuing special education candidate meets with the faculty advisor to review the official *Special Education Program of Study Advisement Form* and map out courses for the next term. Fall and Summer session registration usually takes place in April. Spring and January Intersession registration usually begins in November. It is important to check the Banner USD Portal (<https://my.sandiego.edu>) and check your USD e-mail account. This helps insure careful planning and review of all policies, procedures and deadline dates that apply to your specific program of study.

Performance-Based Assignment Advisement:

Student performance as a credential candidate is evaluated via an electronic portfolio system managed by TaskStream (<https://www.taskstream.com/pub/>). Throughout your program of study a candidate develops a series of Embedded Signature Assignments (ESA) that showcase your knowledge, understanding and skills competency in the credential area of study. The credential identified ESAs are linked to specific courses and fieldwork. Information regarding the evaluation process, rubric identified evaluation criteria and the linking of ESAs to specific credential coursework is detailed in the and the master's degree can be found in the supplement:

- *Performance-Based Evaluation Guide Special Education 2010-2011*

Electronic Portfolio Advisement: Portfolio review is required in the ending week of the semester prior to your student teaching (every semester for interns). Degree portfolio review and poster presentation is required prior to recommendation for degree conferment. See Dr. Ammer for policies, procedures and posting dates related to your degree and credential electronic portfolio.

Information regarding methods course field experiences and supervised 16-week student teaching can be found in the supplement:

- *Field Experience Guide Student Teaching Special Education 2010-2011*

Student Teaching Portfolio Review:

Your special education electronic portfolio must be reviewed the semester prior to student teaching. (Interns updated and submit their Individual Induction Plan at the end of every semester as an intern). Final review of your practicum/intern (student teaching) electronic portfolio must be completed prior to requesting a Level I or Level II Education Specialist Credential from CCTC. If and when you have questions be sure to contact your faculty program advisor or the coordinator of special education, [Dr. Ammer](#). A list of key contacts is included at the end of this section and in the *Special Education Advisement Guide*.

Intern candidate¹⁰ status is sometimes available in the special education graduate program of study. An intern works in a P-12 special education setting under a district contract. Becoming an intern requires joint approval by both the USD Special Education Program and a district that has an intern agreement with USD. A candidate can enter or leave an intern program at any point in the graduate program of study. An intern completes a minimum of 6-units of practicum but must enroll for at least 1-unit of practicum every semester under a district intern contract. However, if a candidate leaves an intern placement he or she must complete a new 6-unit semester long practicum experience to meet credential requirements. Each district has its own additional rules and procedures related to being eligible and maintaining intern status.

COMMON HIGHLY QUALIFIED PREREQUISITES FOR INTERN CONSIDERATION:

- *Passing grade on all sections of the California Subject Examinations for Teachers Multiple Subjects [CSET](#)*
- *Passage of the California Basic Educational Skills Test [CBEST](#) or Writing Skills component in CSET*
- *Completion of CCTC approved prerequisite coursework*
 - *EDSP 389/589* Health Environments/Inclusive Education in a Global Society
 - *EDSP 371/571* Management Behavior & Instruction
 - *EDUC 383/583* Methods of Teaching Reading & Language Arts
 - *EDU 558XB, First & Second Language Development & Structure for the Classroom Teacher (or English 318 Development of the English Language)*
- *Admission to graduate credential program of study in area of internship*
- *Admission to intern program by both USD and the contracting school district*

Due to the California budget crisis the intern option is not usually available at present. A candidate interested in a district intern option needs to complete seeking teaching employment documentation with a district human resources office.

CRITICAL FORMS PROGRAM PLANNING AND ADVISEMENT

All critical forms required as part of the special education program of study are found in this document and the more detailed supplementary special education guides. Important forms are also incorporated into the Special Education Electronic Portfolio found in [TaskStream](#). As a green university important forms are now available in the [my.sandiego.edu Banner Portal](#). They can be reached via the Registrar Forms section on the One Stop Services tab. Other types of program forms are located in the Student Records Room and the Credential Office. These documents can be obtained through your Program Advisor, [Coordinator of Special Education](#), Department of Learning and Teaching Receptionist and/or the Credential Officer. Bringing the appropriate form and advisement guide to your meetings with advisors streamlines the process.

PLAN to meet with your Program Advisor at least once every semester. Your advisor will check your School of Leadership & Education Sciences Student Folder to make sure

¹⁰ *All intern specific requirements: exemptions or additional requirements or policies are indicated by text that is both italic and underline formatted.*

all forms and signatures are in place to ensure your compliance with policies and procedures. Linkage to your own program of study will be added to the student page of <https://my.sandiego.edu>. Check the site for enhancements throughout the year.

POLICIES & PROCEDURES:

Graduate candidates must abide by all the policies and procedures of the [University of San Diego Graduate School](#) and the [School of Leadership and Education Sciences](#). A student must receive a 'B-' or better in all special education degree and/or credential coursework. Degree and credential coursework may not be taken as pass/fail. SOLES *Graduate Student Policies* are found in the common L&T department manual.

- *School of Leadership and Education Sciences Handbook for Master's Degree and Credential Programs in Learning and Teaching 2010-2011*

SOLES HANDBOOK: The latest updates of the Graduate Student Handbook Policies for SOLES is the official source for all policies and procedures. The School of Leadership and Education Sciences Graduate Student Policies Handbook can be found at:

http://www.sandiego.edu/soles/documents/handbooks/graduate_student_policies.pdf

Additional Special Education Program Policies and Procedures are included in the Special Education Supplemental Guides referred to in this handbook.

CANDIDATE PROGRAM RESPONSIBILITY

Candidates are responsible for reading and complying with all program policies and procedures in a timely manner.

By signing the *School of Leadership & Education Sciences • Student/Candidate Handbook Acknowledgement* a candidate affirms that he or she has received and agree to read and abide by the policies contained in the Special Education Handbook and Guides.

- 1) *Candidate Handbook Special Education Program 2010-2011*
- 2) *Advisement Guide Special Education Program 2010-11*
- 3) *Performance-Based Evaluation Guide Special Education 2010-2011*
- 4) *Field Experience Guide Student Teaching Special Education 2010-2011*

Candidates are responsible for obtaining the most recent copies of the USD Bulletin and Semester Course Offering (online at <https://my.sandiego.edu>). All official announcements, filing dates and procedure changes are distributed via the USD listserv files. The USD student Internet access account is the official means of communication. The USD issued Internet access account is free to all graduate and undergraduate candidates.

THE USD E-MAIL ACCOUNT IS THE OFFICIAL E-MAIL ADDRESS FOR ALL INFORMATION DISTRIBUTION. YOU ARE RESPONSIBLE FOR MAINTAINING THIS ACCOUNT AND CHECKING FOR INFORMATION, PROCEDURES AND DEADLINES. *The university, departments and individual instructors are not responsible for reaching a student via any other email account!*

You create a USD Internet Access Account by going to <https://my.sandiego.edu>. Follow the directions for student account in the space just below the login box. It takes 24 hours to activate the account. The Program Advisor is available to help candidates understand and locate the appropriate manuals, forms, and electronic information exchanges.

Appendix A Attachments:

1. List of Key Contacts
2. Official Education Credential Program of Study Advisement Forms

Credential Candidate Beginning Coursework August 2010 onward:

Graduate Level

- Preliminary Education Specialist Credential with Mild to Moderate Authorization

Undergraduate Level

- Preliminary Education Specialist Credential with Mild to Moderate Authorization

Credential Candidate Beginning Coursework prior to August, 2010:

Graduate Level

- Level I Education Specialist with English Learner Authorization
- Level II Professional Education Specialist with English Learner

Undergraduate Level

- Level I Education Specialist with English Learner Authorization

3. Official Master Degree in Special Education Program of Study Advisement Forms

- Master Degree in Special Education with International Emphasis Education Specialist Mild/Moderate
- Master Degree in Special Education with International Emphasis – Individualized Program of Study

Appendix D Attachments:

- SOLES International Requirement Guide Learning and Teaching Department
- International Requirement Artifact Required Prompt Questions Learning &

Teaching with Special Education Focus

- Official International Project Requirement Submission Form

PART TWO:

DEVELOPING PERSONAL PRACTICE CODE OF LEARNING AND TEACHING

- PROFESSIONAL ETHICAL STANDARDS OF PRACTICE - REFLECTIVE RESEARCH EVIDENCED PEDAGOGY OF PRACTICE

PROFESSIONAL ETHICAL STANDARDS & PRACTICE

Educators need to constantly reflect, rethink, and refine their professional teaching practices. The special education master degree and undergraduate/graduate education specialist credential program at USD has a built-in project designed to help candidates think about how students learn. Candidates in the special education program of study are actively engaged in the development and evidencing of the maturation of their personal scholarship and teaching expertise. The project is known as the:

Reflective Research Evidenced Pedagogy of Practice

This is a self-reflective inquiry journaling essay. The essay is one of the Centerpiece artifacts integrated into the special education program. The assignment provides candidates with a vehicle for expressing their readiness to take on the role of an education specialist.

CREDENTIAL LEVEL UNDERGRADUATE AND GRADUATE EVALUATION FOCUS:

For undergraduate and graduate level credential candidates the focus is placed on one's ability to articulate how a personal philosophy of education is enriched through learning about teaching, learning about learning and practical application of teaching practices of habit in actual kindergarten to 22 years of age service delivery settings. The essay is revised at key points in the program of study so that candidates can showcase growth in their knowledge and skill competencies.

Credential Level Evaluation of Centerpiece Artifact:

Admission to Education Specialist Credential Program of Study

Request to enter into supervised student teaching

- Submission Special Education Student Teaching Request Form

Submission request for recommendation for Preliminary Education Specialist Credential

- Submission Documentation Request for a Preliminary Education Specialist Credential

MED CANDIDATE IN THE ROLE OF A TEACHER-RESEARCHER FOCUS:

The program of study for the master degree part of the project is designed so that candidates can illustrate their scholarly writing and research skills. The essay requires demonstration of the use of American Psychological Association 6th edition style of writing. Through the use of citations, academic language, and persuasive inquiry writing style candidates show growth in their scholarship and master level expertise of special education as an education science.

Master Degree Evaluation of Centerpiece Artifact:

1. Admission to Master Degree Program
2. Advancement to Candidacy –
 - End of 12 units of master degree coursework
3. Recommendation to confer a Master Degree in Special Education
 - Completion of all master degree coursework
 - Part of Master Degree Research Grounded Poster Presentation

An in-depth explanation and procedures are outlined in the evaluation process guide.

Performance-Based Evaluation Guide Special Education 2010-2011

Your program advisor will advise you regarding the process, procedures and time lines. For additional information and assistance contact the portfolio lead faculty member - Dr. Ammer (<mailto:ammer@sandiego.edu>). Office (619) 260-4292.

ACE PROFESSIONAL ETHICAL PRACTICES

GUIDING PRINCIPLES FOR EDUCATORS

Professional based practices serve as a set of guiding principles upon which teachers go about the daily routines in educational settings that create a "community of learners". A shared set of guiding principles allows individuals in a profession to ensure quality and equitable service to the broad spectrum of diversity found in the fabric of America. Ethical practice includes the way we respect and engage students in our classroom or other service settings; the respect and professional courtesy we give to professionals in our own and allied professions; the communication and collaboration we build with parents of our students; and the way we ourselves act in our daily routine as teachers.

How Can I Prepare Pedagogy of Practice That Articulates My Professional Perspective?

The challenge is to know the professional guiding practices that a professional educator ought to be able to identify articulate and emulate in a personal code of professional practice across all aspects of learning and teaching. From a social justice perspective a personal set of habits of teaching practice should promote educational and socio-

economic equity for all learners in all educational settings. The professional code of ethics articulated by the members of the [Council for Exceptional Children](#) states that special educators agree to judge and be judged in accordance with the spirit and practices of a commitment to develop the highest educational and quality of life potential for all individuals with exceptionality.

What Should I Include in My Self-Reflective Pedagogy of Practice?

A traditional philosophy of education tends to ground one's statement on beliefs, traditions and past experience as a student. The key difference in a *Reflective Research Evidenced Pedagogy of Practice* is the embedding of measurable application of one's principles of ethical practice. The incorporation of the academic language of teaching, learning and one's professional field along with citation of evidence-grounded strategies from professional literature provides a framework for demonstrating one's pedagogical perspective in action.

Is a Written Essay the Only Option for Presenting a Self-Reflective Pedagogy of Practice?

Creativity, use of media, incorporation of technology and examples of learning and teaching in action showcase the depth of one's appreciation of twenty-first century learning and communicating. The key is to be specific, name strategies and provide citations from professional journals that ground your statements. Most importantly communicate with your reader by using the academic language of your field of teaching.

PROFESSIONAL EDUCATION UNIT THEMES

Guiding practices are often unspoken, unclear and perceived in different ways by individuals in a shared setting. As part of the learning and teaching curriculum, practices and evaluation, the faculty of the School of Leadership & Education Sciences identified a series of outcomes that faculty and candidates strive towards in the practice of learning and teaching.

The mission, vision and theme of the School of Leadership and Education Sciences Professional Unit serve as the foundation for our professional education unit outcomes. Our unit outcomes, which are carefully aligned with candidate proficiency and program standards, are grounded in relevant theory and research. Faculty in the School of Leadership & Education Sciences are committed to the preparation of educational leaders as is exemplified by the acronym "ACE", which describes an expert in the field of education. ACE Candidates in the Professional Education Unit will:

- 1) **A** = demonstrate the knowledge and the ability to represent content accurately by applying effective strategies and techniques in their field of study, by actively engaging in reflective activities, by critically analyzing their practice and by applying higher order thinking skills to a wide array of investigative pursuits (Academic excellence, critical inquiry, and reflection).

- 2) **C** = strive to create and support collaborative learning communities in their classrooms and their professional fields of practice by bridging theory and practice and engaging in community service (Community and service).
- 3) **E** = understand and adhere to the values and ethical codes of the university, of the schools they work in, and of the professional organizations to which they belong. They will support the creation of inclusive, unified, caring and democratic learning communities that value each individual regardless of background or ability, and they will equitably support student learning and optimal development (Ethics, values, and diversity).

The concepts of ethical practice, dispositions and social justice are further developed in the assessment guide.

- *Performance-Based Evaluation Guide Special Education 2010-2011*

The concept of ACE, teaching dispositions and a professional code of ethics for special educators are threaded across coursework. The ACE themes alignment with learning outcomes is part of every syllabus.

Appendix B Attachments:

1. ACE Reflection of Practice Grounding Practices
2. Council for Exceptional Children Code of Ethics for Educators of Persons with Exceptionalities
3. Understanding the Purpose and Practice of Dispositions

PART THREE:
EVIDENCE OF PERFORMANCE –BASED KNOWLEDGE & SKILLS
- SPECIAL EDUCATION LEVEL OF COMPETENCY -
GATHERING AND SUBMITTING EVIDENCE OF PRACTICE

GATHERING AND SUBMITTING EVIDENCE OF PRACTICE

In this section an overview of the process and procedures for preparing and electronically submitting centerpiece artifacts and/or embedded signature assignments is described. The evaluation rubrics and points of submission of artifacts are also presented. How candidates prepare an evidence-based presentation of their levels of expertise as "highly qualified" education specialists is outlined in this section.

The special education credential and master degree programs require candidates to produce performance-based evidence of their present levels of knowledge and skills. These artifacts are evaluated at the course level and/or at the program level. The formal evaluation process is aligned with stated learning outcomes and performance standards competencies guided by credential, accreditation and/or professional associations.

RATIONALE FOR PERFORMANCE-BASED EVIDENCE OF A HIGHLY QUALIFIED CANDIDATE

The concept of a highly qualified teacher is a process not an end. Educators need to constantly reflect, rethink, and refine their professional knowledge and teaching practices. The special education program borrows the conceptual framework of action research from Bruce and Pine (2010)¹. Being a teacher researcher in an education setting requires constant evaluation of the learning environment. Special educators are consciously striving to understand and reposition knowledge and instruction in the context of their own perceived set of expertise. A teacher is a life-long professional learner.

TEACHING FOR UNDERSTANDING MODEL: The Department of Learning and Teaching (L&T)² collective espouses the pedagogic model of teaching for understanding presented by Wiske (1998)³. The teaching for understanding pedagogy design looks at teachers as life long learners whose knowledge; understanding and skills (abilities) level of competency increases with new knowledge and experience.

Wiske's constructivist perception is seen in a credential and a master degree candidate progressing through a three tier learning cycle. Like a medieval artisan a teacher

¹ Bruce, S. M., & Pine, G. J. (2010). *Action research in special education: An inquiry approach for effective teaching and learning*. New York: Teacher College Press.

² Special Education is a program within the Department of Learning and Teaching.

³ Wiske, M. S. (1998 editor). *Teaching for Understanding: Linking Research with Practice*. San Francisco: Jossey-Bass.

progresses from novice to apprentice and in some cases master craftsman. Like stonemasons not all teachers reach a master level of competency. At this level of competency the understanding and skills of a profession are uniquely gifted. A rank where an experienced teacher is able to teach new novices and guide maturing apprentices.

Special Education Perspective: In alignment with the concept of a highly qualified life long learner there is always more to discover. Advances in technology, new diseases, increased prenatal survival and changing community perceptions expand the boundaries of the field of special education. New research grounded knowledge and understanding along with more diversified experience gained through active engagement with individuals with disabilities and their families continuously raises the bar for special educators.

Not all teachers reach master level in all skill areas. This is an exemplar individual usually given department leadership roles, a district support provider, program specialist or other teacher of teachers position based on proven habits of practice and exceptional change in the performance outcomes of P-12 students under their charge.

The centerpiece artifacts and embedded signature assignments in the special education program are designed and evaluated in alignment with this perspective of teacher as learners. The artifact assignments special education candidates prepare provide measurable and observable evidence of growth in both the undergraduate and graduate credential program and when applicable the master degree program of study.

SOURCES FOR PERFORMANCE-BASED EVIDENCE:

THE ARTIFACT FRAMEWORK

Evidence illustrating candidates' growth since enrollment in a credential and/or master degree program comes from a combination of scholarship and practical experience. Comments as a special educator based on practical experience would not be possible without a cognitive level knowledge and understanding of pedagogical practice and research-grounded publications. Likewise a master degree program of study isolated from practical application and relevance to community is too esoteric for a degree program that takes pride in providing an advanced degree for educators actually engaged in work with kindergarten to age twenty-two individuals with disabilities. The indicators that inform the evaluation of credential program candidate performance and master degree scholarship are delineated in this section.

EVIDENCE EDUCATION SPECIALIST CREDENTIAL:

There are four areas of competency providing performance-based evidence of an education specialist credential candidate's level of competency. The artifacts identified in each area provide education specialist credential candidates a vehicle for showcasing their present level of competencies in the areas of specific special education knowledge, understanding and skills.

Artifact Evidence Education Specialist Credential

- Content Knowledge
 - Course and Field Based Embedded Signature Assignments
 - Participation in class discussion
 - Performance on individual and group assignments
 - Self-Articulated Reflection of Growth
 - Standardized Examination
 - CBEST
 - CSET
 - RICA
- Pedagogy
 - Field-Based Methods Course Differentiated Instruction
 - Student Teaching Lesson Plan and IEP
 - Field-Based Teaching Video Clip
- Student Learning
 - Student Teaching Field & University Performance Evaluation
 - Embedded Signature Assignments – field focused
 - Teaching Video clip
- Transitional Self-Reflective Professional Planner
 - Transitional Preliminary Individual Induction Plan
 - Self-Reflective Evidence Grounded Pedagogy of Practice

EVIDENCE MASTER DEGREE LEARNING OUTCOMES:

The School of Leadership and Education Sciences master degree programs share four domains of excellence.

- Content Knowledge
- Pedagogical Application (Pedagogy in Practice – Teacher Practitioner)
- Foundations in Learning Theory Grounding in Academic, Social-Cultural and Behavior Diversity Content Found in Inclusive Settings
- Special Education MEd Candidates Synthesis and Application of Contemporary Research

Artifact Evidence MEd Special Education: The faculty of the MED in Special Education program designed a set of centerpiece artifacts (CAs) and embedded signature assignment (ESAs) to evaluate candidates' performance in each domain of excellence.

1. Action Research Design Project (EDUC 500 Research & Methodology)
2. Self-Reflective Evidence Grounded Pedagogy of Practice Essay
3. Content Knowledge
4. Action Research/ACE Ethical Practices Focused Poster Presentation

GROUNDING EVIDENCE-BASED PERFORMANCE OUTCOME COMPETENCIES

The artifacts that showcase candidates emerging competencies as both an education specialist credentialed teacher and a master degree candidate are grounded in professional standards. The standards align with the following organizations.

- California Commission on Teaching Credentialing ([CCTC](#)) Education Specialist Credential Standards
- Council for Exceptional Children ([CEC](#)) Performance Based Standards
- National Council for the Accreditation of Teacher Education ([NCATE](#)) Standards
- Western Association of Schools & Colleges ([WASC](#)) Focus on Learning School wide Criteria

How these standards align and a matrix that crosses references each set of standards is included in the USD special education performance-based evaluation guide.

The standards and learning outcome expectations from each of these professional organizations are carefully integrated in order to develop a common set of standards and evaluation measurement. Standards and learning outcomes specific to coursework and field experiences are delineated in all course syllabi. A list of artifacts aligned with courses, fieldwork and student teaching, and program level submission of candidate evidence is outlined in the assessment guide.

- *Performance-Based Evaluation Guide Special Education 2010-2011*

CYCLE OF SUBMISSION CENTERPIECES AND EMBEDDED SIGNATURE ASSIGNMENTS:

Candidates submit all performance-based centerpieces and embedded signature assignments via the learning achievement tools (LAT) electronic folio within TaskStream ([TaskStream.com](#))⁴. The evidence is gathered from assignments in course work, field experiences, student teaching and comprehensive documents candidates prepare at the midpoint and final point of their program of study.

Embedded signature assignments are submitted at the end of the related course and/or field experience. The course instructor evaluates assigned coursework to determine the course grade in conformity with the stated criteria in each syllabus. In addition, the instructor uses the *Embedded Signature Assignment Rubric* to ascertain each candidate's level of competency at the credential level and/or at the master degree level.

The *Centerpiece Artifacts* are submitted at the midpoint and final point within each candidate's program of study. The centerpieces require self-reflective inquiry into

⁴ Students subscribe directly to TaskStream by identifying their affiliation with USD. Subscriptions are available by the semester, year or multiple years.

one's own perceived level of competency in the credential or master degree program of study. The special education faculty evaluates the centerpiece artifacts.

The credential program points of submission relate to request for student teaching placement and recommendation for an education specialist credential at the end of student teaching.

The master degree program points of submission are midway through the program of study for advancement to candidacy and at the end of the graduate level coursework for conferment of a master degree in special education recommendation.

The process and procedures related to centerpiece artifacts and embedded signature assignments is further delineated in advisement guides.

- *Advisement Guide Special Education Program 2010-11*
- *Performance-Based Evaluation Guide Special Education 2010-2011*

Candidates should bring these guides to all advisement meetings related to credential and or degree policies and procedures. Both guides include a table delineating submission points, products submitting, evaluation process and where to submit artifacts. **REMEMBER:** Candidates are responsible for reading, understanding and following the policies and procedures related to their credential program and/or graduate degree program of study.

Undergraduate Education Specialist Credential Candidates:

The B.A. is part of either the Arts and Science Degree Program of Study or your major concentration in one of the other USD schools or colleges. Your major concentration program governs the policies and procedures related to the bachelor degree.

The Undergraduate Advanced Professional Studies in Special Education has an admission process only as part of the teacher credential program. The credential follows the same process listed for Preliminary Education Specialist Credential throughout this handbook and supplementary guides.

Note: No matter what area of concentration undergraduates earn their bachelor degree they must pass all sections of the California Subject Examinations for Teachers ([CSET](#)) multiple subject areas before student teaching and certification.

ADVISEMENT: For additional information about the undergraduate special education credential program or the special education credential program e-portfolio evaluation process – contact Dr. Jerry Ammer coordinator of the special education program. Contact information is included on the Key Contact Sheet in Appendix A. For undergraduate degree advisement see your major concentration faculty advisor.

SPECIAL EDUCATION PROGRAM EVALUATION RUBRIC:

A rubric designed to align with a focus set of standards and learning outcomes is matched up with each centerpiece or embedded signature assignment. Each rubric is included in the assessment guide. The rubrics are also viewable within the special education e-portfolio in TaskStream.

When the special education faculty review candidate performance-based centerpiece artifacts and evaluate student teaching observed education specialist competencies a four degrees of competency rubric is applied. This four tier stages of competency combines the Wiske evaluation model with the CTC, NCATE, CEC and WASC standards evaluation systems. The four categories are:

- 1) Unacceptable - beginning
- 2) Acceptable - developing
- 3) Target - apprentice
- 4) Beyond target - exemplar mastery

Distinguishing Performance-Based Standard Competencies and Course Letter Grades: The demonstrated program competency rubric scores are not course letter grade equivalent!

The special education e-portfolio rubric evaluation of present demonstrated competency skills is different than a course letter grade! An acceptable competency tier placement of '2' does not convert to 60% of 100% in course letter grade terminology. Think of this system as a barometer index. How have I showcased my observable level of competency as an education specialist? How does my tier level inform my decision making towards ongoing development as a special educator?

A competency ranking of two or more is required to meet demonstrated knowledge and skill competency at the culminating point in the credential or master degree program.

A letter grade in a course represents scholarship, theoretical application of concepts or effort. These are two different evaluation criteria represent two different types of performance analysis.

A letter grade of 'B-' or better is required for in all professional credential courses.

Additional In-Depth Resources

The description in the *Special Education Program Candidate Handbook* is intended to provide an overview of the program design, policies, procedures and process. Each area describe in this section in further delineated in the following guides.

- *Advisement Guide Special Education Program 2010-11*
- *Performance-Based Evaluation Guide Special Education 2010-2011*
- *Field Experience Guide Student Teaching Special Education 2010-2011*

PART FOUR: FIELD EXPERIENCE & STUDENT TEACHING

FIELD-BASED EXPERIENCES IN CREDENTIAL PROGRAM

THEORY TO APPLIED PRACTICE

Knowledge is not enough!

The *Preliminary Education Specialist Credential with Mild to Moderate Authorization* certifies one to teach any individual with a mild to moderate disability in all K-12 grades plus individuals up to the age of twenty-two still in an education settings. Therefore experiences across this age and disability spectrum are required. Prior to recommendation for a preliminary teaching credential all candidates must show documented evidence of multiple field experiences that meet the spread of disorders and ages covered under this license.

To achieve this goal a special education teaching credential candidate is required to partake in a series of field experiences prior to student teaching. The progressively longer field experiences need to occur in different settings across the kindergarten to twenty-two years of age spectrum. The culminating experience is a semester long university and district supervised student teaching. The district semester calendar not the university determines the time frame. The district supervisor must hold an equivalent clear teaching credential in the same areas as the student teacher.

The student teaching experience is required to take place in a K-12 classroom. This experience requires demonstration of a candidate's ability to teach subject matter curriculum in alignment with CA grade appropriate standards. The experience also requires opportunities to engage in all the additional functions and roles an education specialist is certified to carryout under a mild to moderate authorization. For each credential candidate this is an opportunity to see learning communities and the challenges diversity and variance in special needs. Intern Note¹: A candidate employed under a district/university intern agreement must make arrangements with the appropriate administrators to complete field assignments that require interaction with students or responsibilities not covered in your present contract placement.

A chart showing the time commitment and type of field experience required for an Education Specialist Credential is located in **Appendix C**.

- *Matrix Field Experiences in Special Education*

The chart is visual matrix showing aligned with content and/or methods courses and

¹ CTC requires that all credential requirements involving an intern teacher must be underlined wherever they appear in a IHEs documentation of education specialist credential requirements.

student teaching. The chart indicates a) time in the field requirements, b) roles and responsibilities to practice, c) type of supervision, and d) Embedded Signature Assignments and Centerpiece Artifacts. Study the chart carefully to arrange your personal schedule to meet the time and place requirements of the field experiences.

The purpose, courses, policies and procedures for field experiences and student teaching is described in depth in a supplementary guide.

- *Field Experience Guide Student Teaching Special Education 2010-2011*

TYPES OF FIELD-BASED EXPERIENCES:

Field experience is required for both the preliminary education specialist credential and the master degree in special education. As an NCATE focused inquiry transformation initiative university, USD emphasizes the continuous need to integrate field experience to ensure the pragmatic relevance of a teaching credential and/or master degree in education to the needs of students in K-12 classrooms. The three types of required field experiences include:

- *Foundation Courses* – observation and reflective inquiry
- *Methods Courses* – active participation
- *Student teaching* – actively engage in supervised and independent instruction

Fieldwork becomes progressively more involved as candidates complete their sequence of courses.

CREDENTIAL FOCUS:

At the primary credential level all undergraduate and graduate program special education candidates are required to show observable skill-based application of teaching credential standards. Knowledge and understanding explored in a university setting needs practice experience to ensure the quality and readiness of candidates' teaching competency.

The preliminary education specialist credential program requires focused practical experience to apply standard based knowledge, skills and dispositions to setting where candidates will practice the art of teaching. This is the initial getting to know classroom settings, students and curriculum. This is a critical informative and practical preparatory entry into the journey towards becoming a "highly qualified" special educator. Field experiences provide candidates with a link between grounded research practices learned in university classrooms and the physical experience of a P-12 curriculum teaching and the learning process.

MASTER DEGREE FOCUS:

The USD MEd in special education is a practitioner's degree. Field experience is incorporated into the Master Degree Program of Study as a vehicle for scholarly

intertwining of theory with practice. The principles of action research and reflective inquiry are applied in K-12 settings. This provides an opportunity to show one's own metacognitive ability to reflect upon scholarship, theory and action research grounding of the possible with the practical.

COURSES WITH FIELD COMPONENT:

Course requiring a field experience and artifacts from those settings are identified in the course syllabus. The required artifacts are described in the course assignment section of the syllabus. The matrix at the end of this section shows the courses with specific mandatory field experiences and centerpiece artifacts. For detailed explanation of field based experiences refer to the supplementary guide.

- *Field Experience Guide Student Teaching Special Education 2010-2011*

Specific Embedded Signature Assignments and/or Centerpiece Artifacts are described in the field experience guide. The assignment evaluation criteria and where to put program level assignments is clearly indicated in the evaluation process supplementary guide.

- *Performance-Based Evaluation Guide Special Education 2010-2011*

For planning purposes courses requiring a field experience and the time commitment for each field experience is included on the *Preliminary Education Specialist with Mild to Moderate Authorization Advisement Form*. The information is also listed at the end of each course descriptor in the undergraduate and graduate course catalog.

FIELDWORK EXPECTATIONS:

Foundations and methods courses with a required field component include a description of both the activity and evidence related to the experience.

ACTIVITY: This includes the amount of time a candidate must complete in a setting and the type of supervision if applicable. The school, community, home, or other settings expectations will depend upon the required components for the project assignment and the experience level of candidates.

EVIDENCE: The evidence can be journaling, written product, media product or project-based documentation. Program level required Embedded Signature Assignments (ESAs) and Centerpiece Assignments (CAs) are included in the evaluation guide. The individual instructor or support provider may require additional evidence that informs the course grade.

EVIDENCE RELATED TO CREDENTIAL AND/OR MASTER DEGREE PROGRAM OF STUDY:

NOTE: If you have a course waived or transferred you must still produce a product as evidence of each and every ESA and/or CA outlined in the above-mentioned matrix! If for some reason an instructor fails to require a specific signature assignment or centerpiece artifact you are still mandated to provide evidence showing the competencies demonstrated via that assignment

See the Special Education Program Coordinator Dr. Ammer if a required assignment is not included in an instructor's syllabus. You must complete all artifacts listed in the evaluation guide at the course level, midpoint and final points in your program of study.

TaskStream e-Portfolio: Remember that your credential qualifies you to teach across a breadth of age and/or grade levels and types of handicapping conditions. Your TaskStream Special Education E-Portfolio must include evidence indicating that your field-based experiences and/or intern experiences spans the age, grade, handicapping conditions and diversity found amongst the breadth of student in education settings across California.

Interns: When appropriate and approved by the course instructor and the candidate's program advisor, an intern setting may fulfill the requirements of a particular field experience. However, an intern must still complete the assignments, embedded signature assignments, and/or centerpiece artifacts associated with a course.

STUDENT TEACHING

Student teaching is the culminating field experience for an education specialist credential. The Commission on Teacher Credentialing mandates the following criteria:

- A semester long university and district supervised student teaching.
- The district supervisor must hold an equivalent clear teaching credential in the same areas as the student teacher.
- The district semester calendar not the university determines the time frame.
- The master teacher's daily schedule determines the length of a student teacher's day.
- A special education student teacher must engage in all duties and responsibilities assigned to a teacher with a mild to moderate authorization.
- A student teacher must experience total control of all roles and instructional responsibly of an education specialist for a minimum of 2 ½ weeks.
- The student teaching experience is required to take place in a K-12 classroom approved by CTC for student teaching placement.

LIMITATIONS ON STUDENT TEACHING PLACEMENT:

NOTE: Think carefully about where your student teaching assignment might take place. As you complete your course level field experiences note the various age groupings and types of students with mild/moderate disabilities in each setting.

Your credential experience must include documented evidence of the following:

- Experience across age/grade level covered by credential
- Breath of demographics found in San Diego County districts
- Variation in special education classifications with which a candidate has experience in alignment with mild to moderate authorization
- Experience in general education subject based instructional settings where students with special needs and English learners are participating in age appropriate CA standards-based subject matter content instruction
- Experience across special education service delivery options from special class to full inclusion in general education

Your student teaching site options will be limited based on clear demonstrate of these CCTC mandated specifications. The required meeting with the Coordinator of Special Education and the completion of the Request for Special Education Student Teaching form assist in this decision-making process.

FINAL PLACEMENT DECISION:

The final student teaching placement is made through a collaborative effort process between students and the university faculty and student teaching personnel. This also includes student teaching placement approval from the appropriate district or agency designated placement decision coordinator(s). After consultation with a candidate's Program Advisor, the Credential Analyst, and the Special Education Field Experience Pathway Manager a placement decision is reached. The SOLES Coordinator of Special Education and the Director of Professional Services agree upon the final placement decision.

Do not make your own placement or contact district teachers or administrators. This is the role of the Professional Services Office.

APPROVAL PROCESS FOR ADMISSIONS TO STUDENT TEACHING:

The process required to enroll in student teaching begins the semester prior to the actual student teaching placement. The semester prior to the actual student teaching, a candidate must contact and meet with key personnel to ensure all qualification policies and procedures are met.

- Coordinator of Special Education – Dr. Ammer
- Director of Personnel Services – Dr. Mandell

- Teaching Credential Analyst – Tedi Kostka

Each person provides potential student teachers with information packets, advisement and mentoring regarding prerequisites and procedures for petitioning for a student teaching placement. You should review your student teaching plans every semester you meet with your Program Advisor to plan next semester's course enrollment.

REQUIRED STEPS PRIOR TO ENROLLMENT IN STUDENT TEACHING:

The call to apply for student teaching always occurs the semester prior to actual student teaching. The paperwork must be filed in the second month of the Fall and Spring semesters. You must meet the application deadline. Monitor your listserv announcements and check the USD, SOLES, and L&T Websites for key dates.

1. The first step is to meet with the Coordinator of Special Education (Dr. Ammer). This must be done by October 15th for Spring student teaching placement. For Fall student teaching placement the meeting must occur by March 15th.
2. Step two is to complete the Department of Learning and Teaching student teaching application. The paperwork and submission are available from the Director of Personnel Services (Dr. Mandell).
3. Step three is to attend the mandatory L&T department wide pre-enrollment meeting. You will not be notified of this meeting unless you have completed both step one and step two.
4. Step four is to check back with Dr. Ammer after step three to review all the procedures and required documentation. Required paperwork and procedures must be completed before the end of the semester prior to student teaching.

You cannot even begin step two until you first complete the step one meeting with Dr. Ammer!

PAPERWORK AND PRECONDITIONS PRIOR DEPARTMENT OF LEARNING AND TEACHING STUDENT TEACHING MEETING:

First you must complete all required teaching examinations prior to petition for a student teaching placement. This includes the CBEST, CSET and RICA. You must also have completed the SOLES Online Technology Workshop and the continuing education EDU 588x or Eng 318.

Special Education Department Process: Special education student teaching requires completion of the *Special Education Student Teaching Petition Form*. This must be completed by the time of your student teaching meeting with Dr. Ammer. A copy of this form is included in Appendix C of this handbook. The meeting with the Coordinator of Special Education goes over the special education student teaching petition form. See the field experience guide for complete information.

MIDPOINT PROGRAM EVALUATION: Your required special education electronic portfolio midpoint evaluation will also be reviewed. All midpoint embedded signature assignments and centerpiece artifacts must be uploaded and evaluated in the TaskStream Special Education E-portfolio. The midpoint artifacts must be uploaded and submitted for evaluation by the last day of final exams. See special education program evaluation guide for a detailed explanation.

The special education request form and meeting with Dr. Ammer is mandatory and must occur before you can fill out the Department of Learning and Teaching petition to student teach!

INTERNS MIDPOINT REVIEW: An intern works with the University Intern Support Provider and the District Support Provider to review the Individual Induction Plan at the end of each practicum term. The Practicum Seminar instructor works with interns on their ongoing IIP. The Practicum Seminar instructor in consultation with the Intern Support Provider approves the IIP for the upcoming intern practicum semester.

Interns use the same Individual Induction Plan each and every semester enrolled in practicum. Start each IIP Domain with the semester date (for example: First Semester Fall 07; Second Semester Spring 07). Continue this running reflection of competencies and reference to artifacts until submitting the final IIP for credential recommendation.

Intern Submission of Centerpiece Artifacts: Interns are working on both the midpoint and the final point evaluation for an education specialist credential.

- Course related assignments go in the Midpoint Section of the Special Education E-folio.
- Student teaching related assignments go in the Final Point Section of the Special Education E-folio.

Office of Personnel Services Process: Be sure you have the latest versions of the Credential Handbook from the Credential Analyst. Complete the Department of Learning and Teaching Form Requesting Student Teaching placement. Attend the mandatory student teacher orientation meeting.

When you formally request a student teaching placement the Director of Personnel Services will add your name to the listserv for student teaching. You will receive an announcement regarding a mandatory student teaching orientation meeting. This usually occurs one month after the call for petition to student teach. At this meeting all department and CTC prerequisites procedural details will be reviewed.

Remember you cannot even begin the L&T department student teaching petition process until your meeting with Dr. Ammer has taken place.

TAKE THE INITIATIVE! Take control of your own program through ongoing regular meetings with your program advisor, coordinator of special education program and the

credential analyst. Watch your USD listserv for vital information about dates and locations of student teaching information meetings and dates to petition for recommendation to enroll in student teaching. Vital information is only sent to your USD Google account!

Keep important handbooks and guides readily assessable on your computer. Bring your computer with an electronic copy of the handbooks or bring paper copies to all planning meetings. Most important student teaching guides include:

- *Teaching Credential Handbook*
- *Field Experience Guide Student Teaching Special Education 2010-2011*
- *Performance-Based Evaluation Guide Special Education 2010-2011*

Continually check the frequently asked questions in each of these guides. When students ask important questions the response is posted to the FAQ section.

FINAL NOTIFICATION OF ACCEPTANCE INTO STUDENT TEACHING:

The special education faculty completes the midterm evaluation of your Special Education Electronic Portfolio. A candidate must receive an overall satisfactory score to receive a recommendation to proceed with student teaching placement. At the midpoint a rank of passing requires no more than two evaluation rubric scores at a level-one degree of competency. The Director of Personnel Services will inform you of the outcome of your application for student teaching placement.

ENROLLMENT IN STUDENT TEACHING:

The USD special education student teaching requires completion of a minimum of 6-unit of supervised student teaching. Your program faculty advisor will help with appropriate registration of units.

- EDSP 490P Student Teaching Mild/Moderate (undergraduates)
- EDSP 590P Student Teaching Mild/Moderate (graduates)

An intern must enroll in a minimum of 1-unit of EDSP 590P every semester under a district intern contract. Interns must complete a minimum of 6 graduate units of student teaching. The university supervisor and/or the assigned district support provider can require additional units of student teaching if an intern fails to demonstrate competency in all areas of the required teaching standards.

DURING STUDENT TEACHING

SUPERVISORS' ROLE:

A university field supervisor and a district master teacher or a district intern support provider is assigned to each student teacher or intern. The supervisors help guide, support, and mentor student teachers as all competencies identified by the California teacher performance expectations (TPEs) and the Council for Exceptional Children expectations for an initial level certification are demonstrated.

A student teacher's Master Teacher and the University Field Supervisor jointly determine the classroom-based portion of the course grade. A District Intern Support Provider gives assistance to interns and attends the midpoint and final point student teaching evaluations but does not directly evaluate an intern. The University Field Supervisor evaluates and assigns the letter grade for an intern. An intern receives an EDSP 590P grade for each semester under intern contract.

REQUIREMENTS DURING STUDENT TEACHING:

Seminar: A seminar accompanies special education practicum. This involves three mandatory student teaching meetings during practicum experience. An intern candidate is required to attend all sessions every semester enrolled in practicum as part of the intern position agreement.

Individual Induction Plan: One primary focus during the seminar sessions involves the development of the CTC required transitional Individual Induction Plan (IIP). This document is converted to the Clear Induction Plan upon obtaining a teaching contract in the credential area. This document is completed on the required special education program Induction Form.

One cannot receive a passing grade for student teaching nor meet the evaluation criteria for the transition IIP without seminar attendance.

An intern must submit revisions to the transitional Induction Plan every semester in under intern contract. Formal evaluation takes place at the midpoint (usually end of first year as an intern) and final point (when all practicum candidates apply for credential).

Mandatory GPA: Remember a B- or better is required in all credential and degree coursework. Recommendation for an education specialist credential or a MEd in Special Education cannot happen if a candidate has a course grade less than a B-.

Second Credential Practicum: Limited to holders of a USD Level I Education Specialist Credential with English Learner Authorization. The candidate

must have completed the methods courses for the second credential area prior to summer 2010. A candidate completing an add-on Level I Education Specialist Credential in the areas early childhood disability (EDSP 591P) or moderate/severe (EDSP 592P) enrolls in a 3-unit student teaching. Seminar meetings are mandatory to complete the transition IIP in the second credential area.

DOCUMENTING PERFORMANCE DURING STUDENT TEACHING

STUDENT TEACHING OBSERVATIONS:

The University Field Supervisor provides support and supervision through an ongoing series of visitations to the practicum site. The ten CEC Standards inform the observations and recommendations for building performance competency. During observations of a candidate's student teaching the University Field Supervisor uses the visitation report form:

- *Student Teaching/Intern Observation Form Special Education*

This form is located in the supplementary guide.

- *Field Experience Guide Student Teaching Special Education 2010-2011*

The student teaching observation form is used as part of the process of communicating with an intern to provide ongoing supervision and support. Copies of completed observation forms from each visit are provided to the student teacher and the master teacher or support provider.

Interns: A University Field Supervisor observes an intern every semester enrolled in practicum.

STUDENT TEACHING EVALUATION:

A midpoint and final point student teaching performance evaluation is conducted by the University Field Supervisor in concert with the District Master Teacher. The *CEC Standards Education Specialist Practicum Midpoint & Final Assessment Rubric* is used to document the evaluation. This form lists the ten CEC standard areas and provides space for descriptive explanation of the performance rating. The rater uses the CEC competency categories: unacceptable, acceptable and target to describe the candidate's present level of competency in the areas of knowledge, skills and dispositions. This form is located in the supplementary guide.

- *Field Experience Guide Student Teaching Special Education 2010-2011*

At least a midpoint and final point collaborative review conference is held by the University Field Supervisor with the candidate and his or her district Mentor Teacher or

Support Provider. Candidates must keep a copy of all practicum documents in their Level I Education Specialist Portfolio.

APPENDIX C ATTACHMENTS

1. *Petition Enroll Special Education Student Teaching*
2. *Frequently Asked Questions Special Education Fieldwork and Student Teaching*
3. *Matrix Field Experiences in Special Education*

APPENDIX A INDEX:

1. List of Key Contacts
2. Official Education Credential Only and/or MEd Program of Study Advisement Forms

Credential Candidate Beginning Coursework August 2010 onward:

Graduate Level

- Preliminary Education Specialist Credential with Mild to Moderate Authorization and/or MEd in Special Education

Undergraduate Level Credential Only

- Preliminary Education Specialist Credential with Mild to Moderate Authorization

Credential Candidate Beginning Coursework prior to August, 2010:

Graduate Level

- Level I Education Specialist with English Learner Authorization
- Level II Professional Education Specialist with English Learner

Undergraduate Level Credential Only

- Level I Education Specialist with English Learner Authorization

3. Official MEd Individualized Program of Study
 - Master Degree in Special Education with International Emphasis – Individualized Program of Study

LIST OF KEY CONTACTS

SOLES FACULTY & STAFF	ROLES & RESPONSIBILITIES	CONTACT INFORMATION
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Instructional Technology Services ITS Help Desk	<ul style="list-style-type: none"> Instructional Technology Services 	help@sandiego.edu 619. 260-7600

Additional Contact Information: Additional contact information regarding USD faculty, staff and support services can be found at my.sandiego.edu under the Find People link.

INFORMATION and STUDENT SUPPORTS: Best resource for all things USD is your USD Portal <https://my.sandiego.edu>



GRADUATE ADVISEMENT FORM
Preliminary Education Specialist Credential
& Master Degree with Internationalization Emphasis
Mild/Moderate Authorization

Candidate's Name _____ **USD E-mail Address** _____ **Program Advisor** _____

Prerequisite Foundations Coursework *(must complete by beginning of second semester of enrollment or have signed written permission in official L&T file)*

Course Number	Course Title	Graduate Units ¹	W/T ²	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade
EDSP 589	Health Environments/Inclusive Education in a Global Society [or equivalent a) intro special education & b) health for teachers]	3		F, SP, Int, SS			
Or list substitution		3					
EDU 558XB	First & Second Language Development & Structure 3 CEU units [or English 318 (3 units)] register via continuing ed: http://www.usd-online.org/index.aspx - <i>this does not count towards graduate degree</i>	3 CEU		F, SP, Int, SS			

Foundations Block Coursework *(prefer complete before beginning methods block) [8 units]*

Course Number	Course Title	Graduate Units	W/T	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade
EDSP 573	Diverse Family Systems & Transitions	3		F			
EDSP 574	Global Perspectives and Foundations in SPED	3		F			
EDSP 579	Legal, Ethical & Professional Practices in a Diverse Society	2		Int			

Methods Block Special Education Coursework *(may take concurrently with Foundation Block & in any order. Must be completed prior to Student Teaching) [12 units]*

Course Number	Course Title	Units	W/T ³	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade
EDSP 570	Assessment Identification to Transition in Special Education	3		SP			
EDSP 571	Management Behavior & Instruction	3		SS Aug			
EDSP 572	Language Variance and Assistive Technology (Consists of 2 units typical & atypical language 1 unit assistive technology)	3		SP			
EDSP 575P	Evidence Based Inclusive Practices Mild/Moderate Disabilities (25 hr field work) ³	3		SP			

Methods Block General Education Multiple Subject Content Coursework (Equivalent Preliminary Level Single Subject Coursework may be substituted) [9 units]

Course Number	Course Title	Units	W/T	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade
EDUC 583P	Methods of Teaching Reading & Language Arts <i>(requires 50 hour field work)</i> ⁴	3		F, SP			
EDUC 584C	Methods of Teaching English Language & Academic Development <i>(requires 20 hours field work)</i>	3		F, SP			
EDUC 575P	Elementary Curriculum Methods (for special education majors) <i>(requires 25 hours field work)</i> ^{5, 6}	3		F			

Student Teaching in Special Education [6 units do not count towards M.Ed.]

Course Number	Course Title	Units	W/T	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade
EDSP 590P	Student Teaching Mild to Moderate ⁶ <i>Student Teaching requires attendance at all scheduled Saturday seminar meetings. Interns must attend all seminars until credential is conferred.</i>	6		F, SP			

Semester Prior to Student Teaching (Nov. or Apr.) Submission to Coordinator of Special Education completed form *Application Request Approval Special Education Student Teaching*. This is in addition to the *Student Teaching Form* completed for the Director of Professional Services and Credential Analyst! Without these two presubmitted forms and required accompanying documentation no student teaching authorized! See *Field Experience Student Teaching Guide SPED*.

Master Degree Course Requirement⁷ (may be taken any term opening in program of study) [3 units]

Course Number	Course Title	Units	W/T	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade
EDUC 500	Research Design & Methodology	3		F, SP, SS			

¹ Undergraduate credential coursework satisfies credential requirement but cannot count as part of minimum 30 graduate level units for MEd.

² A course substitution or waiver with a grade of B- or better from another school or an earlier degree requires signed approval by Program Coordinator. The appropriate USD waiver or transfer of credit form must be completed and signed. Form requires the course number, title, school and date that the waiver and/or transfer was completed and signed by your advisor. Verification requires transcript, course syllabus & IHE catalog course description. W = waived course; T = transferred course. Verification must be in SOE Student Record File as completed before enrollment in student teaching or degree recommendation. **NOTE: Student is still responsible for producing credential or degree assignments aligned with a specific USD course that is waived or transferred. All performance based artifacts and evidenced field work must meet USD approved CTC, NCATE & CEC SPA mandates. See Assessment Guide Special Education**

³ Field experience verification of both hours in field & assignment completion is required. See *Field Experience/Student Teaching Guide*.

⁴ Recommend a candidate take the RICA exam in the semester taking EDUC 383/583. RICA must be passed prior to earning a Preliminary Education Specialist Credential.

⁵ Preliminary Education Specialist Credential M/M Authorization requires subject matter competency. EDUC 375P/575P for 3 units along with EDSP 375/575 also meet the requirement for multiple subjects EDUC 385P/585P.

⁶ Intern candidates must take a minimum of 1 unit of student teaching every semester under intern contract. Must complete minimum of 6 total.

⁷ Candidates prior to August 2010 apply EDUC 500 towards their Level II Professional Education Specialist Credential

Additional Credential Documentation Requirements	Date	Reviewed By	Grade
Preliminary Individual Professional Induction Plan			
Final Review Self-Reflective Performance Based Portfolio			
EDSP 590P Final Evaluation Form Completed			
EDSP 590P Competency Log Completed			

ADDITIONAL CREDENTIAL EXAMS REQUIRED: (Official Copy of Verification of Pass Must Be in Student File)

Prerequisites	Date Verification Posted
CBEST California Basic Educational Skills Test http://www.cbest.nesinc.com/	
Certificate of Clearance Fingerprint (required before any practicum and student teaching participation) USD Credential Analyst: http://www.sandiego.edu/soles/programs/certifications_credentiaing/credentials/preliminary_teaching.php	
PRIOR TO STUDENT TEACHING	
CSET Multiple Subjects (California Subject Exam for Teachers) completed prior to student teaching http://www.cset.nesinc.com/	
PRIOR TO APPLYING FOR PRELIMINARY EDUCATION SPECIALIST CREDENTIAL MILD/MODERATE AUTHORIZATION	
1) RICA Reading Instruction Competence Assessment http://www.rica.nesinc.com/	
2) U.S. Constitution Exam or History 117 American Civilization or Political Science 125 American Politics or equivalent that specifically covers the U.S. Constitution (course must include US history between 1776 and 1800)	
3) Health Course for Educators: EDSP 389/689 Healthy Envi/Inclusive Ed in Global Society meets health requirement	
4) CPR Certificate (infant, child and adult) that is <i>currently valid</i> when applying for Preliminary Teaching Credential	
5) Technology for Teachers coursework plus exam: a) EDSP 372/572 Language Variance & Assistive Technology plus b) USD L&T Tech Workshop (e-mail Kathy Estey: kestey@sandiego.edu with USD email to obtain access to WebCT Workshop & exam)	
6) Completion of all special education performance evidence documents listed in <i>Assessment Guide Special Education</i>	

Additional Credential or Degree Coursework⁸

Course Number	Course Title	Units	W/T ¹	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade

Master Degree Course Requirement

- Admissions M.ED along with Graduate Level Credential Program of Study
- Minimum of 30 graduate units including EDUC 500
- Students needing additional graduate units (30 minimum not including practicum) must have a pre-approved program of study signed by advisor.
- Student Teaching and Continuing Education coursework does not count towards M.Ed. units.
- Preparation and presentation cumulative portfolio in M.ED. Poster Session.
- Thisis option can be added to M.Ed. requirements. A thesis project is presented as part of the required Special Education M.Ed. Poster Presentation.
- Master Degree candidates beginning program after July 1, 2008 must complete an Internationalization Component for graduation. See http://www.sandiego.edu/soles/programs/learning_and_teaching/graduate_programs/

DEGREE Requirements:

Point Review Process	Purpose Review Process	Reviewer	Date	Rubric Score
Midpoint Review Credential	TaskStream E-Portfolio Evaluation, Request entry into practicum			
Final Review Credential	TaskStream E-Portfolio Evaluation Recommendation Credential			
Final Review Degree	EDUC 500 Project (TaskStream submit)			
	Philosophy of Education Statement Grounded ACE & Evidence-Based Practices citations (TaskStream submit)			
	Poster Presentation, (option Action Research or Thesis in addition to mandatory poster presentation)			
	Internationalization Action Plan and Documentation - http://www.sandiego.edu/soles/programs/learning_and_teaching/graduate_programs/			
	Preliminary Plan Document (completed minimum of semester prior to actual Global Activity)			
	Essay & Evidence Document (required to accompany the petition to graduate)			

Additional Course Requirements if Seeking A Multiple Subject Credential⁷

Course Number	Course Title	Units	W/T ¹	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade
EDUC 581	Multicultural & Philosophical Foundations of Education	3		F, SP			
EDUC 582	Psychological Foundations of Education in a Diverse Society	3		F, SP			
EDUC 531	Student Teaching for the Multiple Subject Credential	12		F, SP			

Date Program Begun: _____ Date Program Completed: _____ Date Recommended to CTC: _____

⁸ Minimum of 30 graduate units including EDUC 500 – Student teaching coursework does not count towards M.Ed. units.



UNDERGRADUATE ADVISEMENT FORM
Preliminary Education Specialist Credential
Mild/Moderate Authorization

Candidate's Name	USD E-mail Address	Bachelor Degree Major Area
Special Education Advisor	Planned Year Earn Bachelor Degree	Bachelor Degree Advisor

Prerequisite Foundations Coursework *(must complete by beginning of second semester of enrollment or have signed written permission in official L&T file)*

Course Number	Course Title	Under Grad Units	W/T ¹	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade
EDSP 389	Health Environments/Inclusive Education in a Global Society [or equivalent a) intro special education & b) health for teachers]	3		F, SP, Int, SS			
ENG 318 or EDU 558XB	English 318 (3 units)] register via continuing ed: http://www.usd-online.org/index.aspx - this does not count towards graduate degree	3 CEU		F, SP, Int, SS			

Foundations Block Coursework *(prefer complete before beginning methods block) [8 units]*

Course Number	Course Title	Under Grad Units	W/T ¹	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade
EDSP 373	Diverse Family Systems & Transitions	3		F			
EDSP 374	Global Perspectives and Foundations in SPED	3		F			
EDSP 379	Legal, Ethical & Professional Practices in a Diverse Society	2		Int			

Methods Block Special Education Coursework *(may take concurrently with Foundation Block & in any order. Must be completed prior to Student Teaching) [12 units]*

Course Number	Course Title	Units	W/T ¹	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade
EDSP 370	Assessment Identification to Transition in Special Education	3		SP			
EDSP 371	Management Behavior & Instruction	3		SS Aug			
EDSP 372	Language Variance and Assistive Technology (Consists of 2 units typical & atypical language 1 unit assistive technology)	3		SP			
EDSP 375P	Evidence Based Inclusive Practices Mild/Moderate Disabilities (25 hr field work) ²	3		SP			

Methods Block General Education Multiple Subject Content Coursework (Equivalent Preliminary Level Single Subject Coursework may be substituted) [9 units]

Course Number	Course Title	Units	W/T ¹	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade
EDUC 383P	Methods of Teaching Reading & Language Arts <i>(requires 50 hour field work)</i> ³	3		F, SP			
EDUC 384C	Methods of Teaching English Language & Academic Development <i>(requires 20 hours field work)</i>	3		F, SP			
EDUC 375P	Elementary Curriculum Methods (for special education majors) <i>(requires 25 hours field work)</i> ^{4, 6}	3		F			

Student Teaching in Special Education [6 units do not count towards M.Ed.]

Course Number	Course Title	Units	W/T ¹	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade
EDSP 490P	Student Teaching Mild to Moderate ⁵ <i>Student Teaching requires attendance at all scheduled Saturday seminar meetings. Interns must attend all seminars until credential is conferred.</i>	6		F, SP			

Semester Prior to Student Teaching (Nov. or Apr.) Submission to Coordinator of Special Education completed form *Application Request Approval Special Education Student Teaching*. This is in addition to the *Student Teaching Form* completed for the Director of Professional Services and Credential Analyst! Without these two presubmitted forms and required accompanying documentation no student teaching authorized! See *Field Experience Student Teaching Guide SPED*.

Additional Credential Documentation Requirements	Date	Reviewed By	Grade
Preliminary Individual Professional Induction Plan			
Final Review Self-Reflective Performance Based Portfolio			
EDSP 490P Final Evaluation Form Completed			
EDSP 490P Competency Log Completed			

¹ A course substitution or waiver with a grade of B- or better from another school or an earlier degree requires signed approval by Program Coordinator. The appropriate USD waiver or transfer of credit form must be completed and signed. Form requires the course number, title, school and date that the waiver and/or transfer was completed and signed by your advisor. Verification requires transcript, course syllabus & IHE catalog course description. W = waived course; T = transferred course. Verification must be in SOE Student Record File as completed before enrollment in student teaching or degree recommendation. **NOTE: Student is still responsible for producing credential or degree assignments aligned with a specific USD course that is waived or transferred. All performance based artifacts and evidenced field work must meet USD approved CTC, NCATE & CEC SPA mandates. See Assessment Guide Special Education**

² Field experience verification of both hours in field & assignment completion is required. See *Field Experience/Student Teaching Guide*.

³ Recommend a candidate take the RICA exam in the semester taking EDUC 383/583. RICA must be passed prior to earning a Preliminary Education Specialist Credential.

⁴ Preliminary Education Specialist Credential M/M Authorization requires subject matter competency. EDUC 375P/575P for 3 units along with EDSP 375/575 also meet the requirement for multiple subjects EDUC 385P/585P.

⁵ Intern candidates must take a minimum of 1 unit of student teaching every semester under intern contract. Must complete minimum of 6 total.

ADDITIONAL CREDENTIAL EXAMS REQUIRED: (Official Copy of Verification of Pass Must Be in Student File)

Prerequisites	Date Verification Posted
CBEST California Basic Educational Skills Test http://www.cbest.nesinc.com/	
Certificate of Clearance Fingerprint (required before any practicum and student teaching participation) USD Credential Analyst: http://www.sandiego.edu/soles/programs/certifications_credentiaing/credentials/preliminary_teaching.php	
PRIOR TO STUDENT TEACHING	
CSET Multiple Subjects (California Subject Exam for Teachers) completed prior to student teaching http://www.cset.nesinc.com/	
PRIOR TO APPLYING FOR PRELIMINARY EDUCATION SPECIALIST CREDENTIAL MILD/MODERATE AUTHORIZATION	
1) RICA Reading Instruction Competence Assessment http://www.rica.nesinc.com/	
2) U.S. Constitution Exam or History 117 American Civilization or Political Science 125 American Politics or equivalent that specifically covers the U.S. Constitution (course must include US history between 1776 and 1800)	
3) Health Course for Educators: EDSP 389/689 Healthy Envi/Inclusive Ed in Global Society meets health requirement	
4) CPR Certificate (infant, child and adult) that is <i>currently valid</i> when applying for Preliminary Teaching Credential	
5) Technology for Teachers coursework plus exam: a) EDSP 372/572 Language Variance & Assistive Technology plus b) USD L&T Tech Workshop (e-mail Kathy Estey: kestey@sandiego.edu with USD email to obtain access to WebCT Workshop & exam)	
6) Completion of all special education performance evidence documents listed in <i>Assessment Guide Special Education</i>	

Additional Credential or Degree Coursework⁶

Course Number	Course Title	Units	W/T ¹	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade

DEGREE Requirements:

Point Review Process	Purpose Review Process	Reviewer	Date	Rubric Score
Midpoint Review Credential	TaskStream E-Portfolio Evaluation, Request entry into practicum			
Final Review Credential	TaskStream E-Portfolio Evaluation Recommendation Credential			
Final Review Degree	EDUC 500 Project (TaskStream submit)			
	Philosophy of Education Statement Grounded ACE & Evidence-Based Practices citations (TaskStream submit)			
	Poster Presentation, (option Action Research or Thesis in addition to mandatory poster presentation)			
	Internationalization Action Plan and Documentation - http://www.sandiego.edu/soles/programs/learning_and_teaching/graduate_programs/			
	Preliminary Plan Document (completed minimum of semester prior to actual Global Activity)			
	Essay & Evidence Document (required to accompany the petition to graduate)			

Additional Course Requirements if Seeking A Multiple Subject Credential⁷

Course Number	Course Title	Units	W/T ¹	Term Offered at USD	Term Plan to Enroll	Term/Yr Completed	Grade
EDUC 381	Multicultural & Philosophical Foundations of Education	3		F, SP			
EDUC 382	Psychological Foundations of Education in a Diverse Society	3		F, SP			
EDUC 331	Student Teaching for the Multiple Subject Credential	12		F, SP			

Date Program Begun: _____ Date Program Completed: _____ Date Recommended to CTC: _____



GRADUATE ADVISEMENT FORM
Level I Credential with EL Authorization
& Master Degree with Internationalization Emphasis
Education Specialist: Mild/Moderate
Began Credential Program Prior to July 2010

Candidate's Name _____ USD E-mail Address _____ Program Advisor _____

Prerequisite Coursework (must complete by beginning of second semester of enrollment)

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDSP 389/589	Health Environments & Inclusive Education (or equivalent)	3				
Or other list		3				
EDU 558XB ²	First & Second Language Development & Structure 3 CEU units or English 318 (3 units)	3 CEU				

Common Core Level I Education Specialist (M/M, M/S & EC)

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDSP 370/570	Assessment in Special Education ³	3				
EDSP 371/571	Management Behavior & Instruction ⁴	3				
EDSP 372/572	Typical & Atypical Language Development ⁴ (Consists of 2 units language 1 unit assistive technology)	3				
EDSP 373/573	Family Systems & Community/Cultural Resources ⁴	3				
EDSP 374/574	Characteristics and Needs Exceptionality (Global Perspective of Philosophy, Foundations & Research Issues in Special Education)	3				
EDSP 379/579	Cultural, Legal & Ethical Aspects of Special Education	2				

Mild/Moderate Coursework

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDSP 375/575	Curriculum and Instruction Mild/Moderate ⁴	3				

Practicum in Special Education (Take only one practicum option)

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDSP 490A EDSP 590P	Practicum in Special Education Mild/Moderate (6) ^{5, 6}					

General Education Coursework (Equivalent Preliminary Level Single Subject Coursework may be substituted)

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDUC 383P/583P	Methods of Teaching Reading & Language Arts (<i>requires 50 hour field work</i>) ⁷	3				
EDUC 384C/584C	Methods of Teaching English Language & Academic Development (<i>requires 20 hours field work</i>)	3				
Elementary Multiple Subject Methods Course for Education Specialists⁸						
EDUC 375P/575P	Elementary Curriculum Methods (for special education majors) (<i>requires 20 hours field work</i>) ⁶	3				
Or EDUC 385P/585P	Elementary Curriculum Methods (<i>requires 40 hours field work</i>) ⁶	6				

Note: A Level I Education Specialist Candidate must complete a Level II Professional Education Specialist Credential with English Learner Authorization. This would be a student entering credential program prior to July 2010.

¹ If a course from another school or from an earlier degree meet a course requirement fill in the course number, title, school and date that the waiver and/or transfer was completed and signed by your advisor. W = waived course form; T = transferred course. Verification must be in SOE Student Record File as completed before receiving grade for last unit EDSP 490P/590P. **Student is still responsible for completing course related centerpiece artifacts for electronic portfolio.**

² For information visit: <http://www.usd-online.org/course.aspx?id=259>

³ Field-based hours required to complete assignment(s)

⁴ Documented 20-hour field experience and completion of Field Experience Reflection Form. Interns may use own classroom but must complete Reflection Form.

⁵ Student who completed EDSP 491P/591P Early Childhood or EDSP 492P/592P Moderate/Severe substitute EDSP 490P/590P Practicum: Mild/Moderate (3). A second practicum requires a full semester of 5 days a week full day assignment.

⁶ **Requires attending & participating in Seminar Sessions every semester enrolled in Practicum Experience.**

⁷ A RICA exam is recommended to be taken in term taking EDUC 383/583. It must be completed prior to earning credential.

⁸ All education specialists in the M/M & M/S Credential Program are required to complete a multiple subjects methods course. EDUC 375P/575P for 3 units along with either EDSP 375/575 (M/M) or EDSP 378/578 (M/S) can also meet the requirement for Multiple Subjects EUCUC 385P/585P. EDUC 385/585 can also be substituted for EDUC 375/575.

Master Degree Course Requirement⁹

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDUC 500	Research Design & Methodology	3				

Additional Credential Documentation Requirements	Date	Reviewed By	Grade
Preliminary Individual Professional Induction Plan			
Final Review Self-Reflective Performance Based Portfolio			
EDSP 490A/590P Final Evaluation Form Completed			
EDSP 490P/590P Competency Log Completed			

ADDITIONAL CREDENTIAL REQUIREMENTS: (Official Copy of Verification of Pass Must Be in Student File)

Prerequisites	Check Indicates Verification
CBEST California Basic Educational Skills Test	
Certificate of Clearance Fingerprint (required before any practicum and student teaching participation)	
PRIOR TO STUDENT TEACHING	
CSET Multiple Subjects (California Subject Exam for Teachers) completed prior to student teaching	
PRIOR TO APPLYING FOR LEVEL I TEACHING CREDENTIAL	
1) RICA Reading Instruction Competence Assessment	
2) U.S. Constitution Exam or History 117 American Civilization or Political Science 125 American Politics or equivalent that specifically covers the U.S. Constitution	
3) Health Course (recommend) EDSP 389/689	
4) CPR Certificate (infant, child and adult) <i>currently valid</i> when applying for Preliminary Teaching Credential	
5) Technology for Teachers Course (EDSP 372/572 Language Dev Assistive Tech Portion plus USD General SOLES Tech Workshop (e-mail Kathy Estey: kestey@sandiego with USD email to obtain entry module & exam)	

Additional Credential or Degree Coursework¹⁰

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade

Master Degree Course Requirement

- Admissions M.ED along with Graduate Level Credential Program of Study
- Minimum of 30 graduate units including EDUC 500
- Students needing additional graduate units (30 minimum not including practicum) must have a pre-approved program of study signed by advisor.
- Practicum and Continuing Education coursework does not count towards M.Ed. units.
- Preparation and presentation cumulative portfolio in M.ED. Poster Session.
- Thesis option can be added to M.Ed. requirements. A thesis project is presented as part of the required Special Education M.Ed. Poster Presentation.
- Master Degree candidates beginning program after July 1, 2008 must complete an Internationalization Component for graduation. See http://www.sandiego.edu/soles/programs/learning_and_teaching/graduate_programs/

DEGREE Requirements:

Point Review Process	Purpose Review Process	Reviewer	Date	Rubric Score
Midpoint Review Credential	TaskStream E-Portfolio Evaluation, Request entry into practicum			
Final Review Credential	TaskStream E-Portfolio Evaluation Recommendation Credential			
Final Review Degree	EDUC 500 Project (TaskStream submit)			
	Philosophy of Education Statement Grounded ACE & Evidence-Based Practices citations (TaskStream submit)			
	Poster Presentation, (option Action Research or Thesis in addition to mandatory poster presentation)			
	Internationalization Action Plan and Documentation Preliminary Plan Document Essay & Evidence Document			

Additional Course Requirements if Seeking A Multiple Subject Credential⁷

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDUC 381/581	Multicultural & Philosophical Foundations of Education	3				
EDUC 382/582	Psychological Foundations of Education in a Diverse Society	3				
EDUC 331 EDUC 531	Student Teaching for the Multiple Subject Credential	12				

Date Program Begun: _____ Date Program Completed: _____ Date Recommended to CTC: _____

⁹ EDUC 500 also counts towards Level II Education Professional Credential

¹⁰ Minimum of 30 graduate units including EDUC 500 – Practicum coursework does not count towards M.Ed. units.



GRADUATE ADVISEMENT FORM
Level I Credential with EL Authorization
& Master Degree with Internationalization Emphasis
Education Specialist: Early Childhood
Began Credential Program Prior to July 2010

Candidate's Name _____ **USD E-mail Address** _____ **Program Advisor** _____

Prerequisite Coursework

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDSP 389/589	Health Environments & Inclusive Education (or equivalent)	3				
Or other list		3				
	Child Development Course or Equivalent Experience (Number & Title) & Institution				Year	
B.A./Equivalent (list)	Area of concentration & Granting Institution	Proof			Year	
EDU X558XB ²	First & Second Language Development & Structure 3 CEU units or English 318 (3 units)	3 CEU				

Common Core Level I Education Specialist (M/M, M/S & EC)

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDSP 370/570	Assessment in Special Education ³	3				
EDSP 371/571	Management Behavior & Instruction ⁴	3				
EDSP 372/572	Typical & Atypical Language Development ⁴	3				
EDSP 373/573	Family Systems & Community/Cultural Resources ⁴	3				
EDSP 374/574	Characteristics and Needs Exceptionality (Global Perspective of Philosophy, Foundations & Research Issues in Special Education)	3				
EDSP 379/579	Cultural, Legal & Ethical Aspects of Special Education	2				

Early Childhood Coursework

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDSP 376A/576A	Early Childhood Clinical Experience	3				
EDSP 376/576	Typical, Atypical & Medical Development	3				
EDSP 377/577	Early Intervention Curriculum & Methods ⁴	3				
EDSP 378/578	Curriculum and Instruction Moderate/Severe ⁴	3				

Practicum in Special Education (Take only one practicum option)

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDSP 491P EDSP 591P	Practicum in Special Education Early Childhood Disabilities (6) ^{4, 5} Requires 2 placements demonstrating B-3 and 3-5 instruction					
	B to 3 Home & Community Practicum	3				
	3 to 5 Education Setting Practicum	3				

Additional Credential Documentation Requirements

	Date	Reviewed By	Grade
Preliminary Individual Professional Induction Plan			
Final Review Self-Reflective Performance Based Portfolio			
EDSP 491P/591P Final Evaluation Form Completed			
EDSP 491P/591P Competency Log Completed			

Additional Credential or Degree Coursework⁶

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade

¹ If a course from another school or from an earlier degree meet a course requirement fill in the course number, title, school and date that the waiver and/or transfer was completed and signed by your advisor. W = waived course form; T = transferred course. Verification must be in SOE Student Record File as completed before receiving grade for last unit EDSP 491P/EDSP 591P. **Student is still responsible for completing course related centerpiece artifacts for electronic portfolio.**

² For information visit: <http://www.usd-online.org/course.aspx?id=259>

³ Field-based hours required to complete assignment(s)

⁴ Student who completed EDSP 390P/590P Practicum: Mild/Moderate or EDSP 492P/592P Moderate/Severe substitute EDSP 491P/591P Early Childhood (3)

⁵ **Requires attending & participating in Seminar Sessions every semester enrolled in Practicum Experience.**

⁶ Minimum of 30 graduate units including EDUC 500 – Practicum coursework does not count towards M.Ed. units.

ADDITIONAL CREDENTIAL REQUIREMENTS: (Official Copy of Verification of Pass Must Be in Student File)

Prerequisites	Check Indicates Verification
CBEST California Basic Educational Skills Test	
Certificate of Fingerprint Clearance (required for any practicum and student teaching participation)	
PRIOR TO APPLYING FOR LEVEL I TEACHING CREDENTIAL	
U.S. Constitution Exam or History 117 American Civilization or Political Science 125 American Politics or equivalent that specifically covers the U.S. Constitution	
Health Course (recommend) EDSP 389/689	
CPR Certificate (infant, child and adult) <i>currently valid</i> when applying for Preliminary Teaching Credential	

Master Degree Course Requirement

- Admissions M.ED along with Graduate Level Credential Program of Study
- Minimum of 30 graduate units including EDUC 500
- Students needing additional graduate units (30 minimum not including practicum) must have a pre-approved program of study signed by advisor.
- Practicum and Continuing Education coursework does not count towards M.Ed. units.
- Preparation and presentation cumulative portfolio in M.ED. Poster Session.
- Thesis option can be added to M.Ed. requirements. A thesis project is presented as part of the required Special Education M.Ed. Poster Presentation.
- Master Degree candidates beginning program after July 1, 2008 must complete an Internationalization Component for graduation. See http://www.sandiego.edu/soles/programs/learning_and_teaching/graduate_programs/

DEGREE Requirements:

Point Review Process	Purpose Review Process	Reviewer	Date	Rubric Score
Midpoint Review Credential	TaskStream E-Portfolio Evaluation, Request entry into practicum			
Final Review Credential	TaskStream E-Portfolio Evaluation Recommendation Credential			
Final Review Degree	EDUC 500 Project (TaskStream submit)			
	Philosophy of Education Statement Grounded ACE & Evidence-Based Practices citations (TaskStream submit)			
	Poster Presentation, (option Action Research or Thesis in addition to mandatory poster presentation)			
	Internationalization Action Plan and Documentation			P/F

Master Degree Course Requirement^{5,7}

Course Number	Course Title	Units	W/T*	Scheduled	Completed	Grade
EDUC 500	Research Design & Methodology	3				

Note: A Level I Education Specialist Candidate must complete a Level II Professional Education Specialist Credential with English Learner Authorization. This would be a student entering credential program prior to July 2010.

Date Program Begun: _____ Date Program Completed: _____ Date Recommended to CTC: _____

⁷ EDUC 500 also counts towards Level II Education Professional Credential



GRADUATE ADVISEMENT FORM
Level I Credential with EL Authorization
& Master Degree with Internationalization Emphasis
Education Specialist: *Moderate/Severe*
Began Credential Program Prior to July 2010

Candidate's Name _____ USD E-mail Address _____ Program Advisor _____

Prerequisite Coursework

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDSP 389/589	Health Environments & Inclusive Education (or equivalent)	3				
Or other list						
EDU X558XB ²	First & Second Language Development & Structure 3 CEU units or English 318 (3 units)	3 CEU				

Common Core Level I Education Specialist (M/M, M/S & EC)

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDSP 370/570	Assessment in Special Education ³	3				
EDSP 371/571	Management Behavior & Instruction ²	3				
EDSP 372/572	Typical & Atypical Language Development ²	3				
EDSP 373/573	Family Systems & Community/Cultural Resources ²	3				
EDSP 374/574	Characteristics and Needs Exceptionality (Global Perspective of Philosophy, Foundations & Research Issues in Special Education)	3				
EDSP 379/579	Cultural, Legal & Ethical Aspects of Special Education	2				

Moderate/Severe Coursework

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDSP 378/578	Curriculum and Instruction Moderate/Severe ⁴	3				

Practicum in Special Education (Take only one practicum option)

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDSP 492P EDSP 592P	Practicum in Special Education Moderate/Severe (6) ^{5, 6}					

General Education Coursework (Equivalent Preliminary Level Single Subject Coursework may be substituted)

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDUC 383/583	Methods of Teaching Reading & Language Arts (<i>requires 50 hour field work</i>) ⁷	3				
EDUC 384/584	Methods of Teaching English Language & Academic Development (<i>requires 20 hours field work</i>)	3				
Elementary Multiple Subject Methods Course for Education Specialists ⁸						
EDUC 375/575	Elementary Curriculum Methods (for special education majors) (<i>requires 20 hours field work</i>) ⁶	3				
Or EDUC 385/585	Elementary Curriculum Methods (<i>requires 40 hours field work</i>) ⁶	6				

Note: A Level I Education Specialist Candidate must complete a Level II Professional Education Specialist Credential with English Learner Authorization. This would be a student entering credential program prior to July 2010.

¹ If a course from another school or from an earlier degree meet a course requirement fill in the course number, title, school and date that the waiver and/or transfer was completed and signed by your advisor. W = waived course form; T = transferred course. Verification must be in SOE Student Record File as completed before receiving grade for last unit EDSP 492P/592P. **Student is still responsible for completing course related centerpiece artifacts for electronic portfolio.**

² For information visit: <http://www.usd-online.org/course.aspx?id=259>

³ Field-based hours required to complete assignment(s)

⁴ Documented 20-hour field experience and completion of Field Experience Reflection Form. Interns may use own classroom but must complete Reflection Form.

⁵ Student who completed EDSP 490P/590P Practicum: Mild/Moderate or EDSP 491P/591P Early Childhood substitute EDSP 492P/592P Moderate/Severe (3). A second practicum requires a full semester of 5 days a week full day assignment.

⁶ **Requires attending & participating in Seminar Sessions every semester enrolled in Practicum Experience.**

⁷ A RICA exam is recommended to be taken in term taking EDUC 383/583. It must be completed prior to earning credential.

⁸ All education specialists in the M/M & M/S Credential Program are required to complete a multiple subjects methods course. EDUC 375P/575P for 3 units along with either EDSP 375/575 (M/M) or EDSP 378/578 (M/S) can also meet the requirement for Multiple Subjects EUCUC 385P/585P. EDUC 385/585 can also be substituted for EDUC 375/575.

Master Degree Course Requirement^{5,9}

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDUC 500	Research Design & Methodology	3				

Additional Credential Documentation Requirements	Date	Reviewed By	Grade
Preliminary Individual Professional Induction Plan			
Final Review Self-Reflective Performance Based Portfolio			
EDSP 492P/592P Final Evaluation Form Completed			
EDSP 492P/592P Competency Log Completed			

ADDITIONAL CREDENTIAL REQUIREMENTS: (Official Copy of Verification of Pass Must Be in Student File)

Prerequisites	Check Indicates Verification
CBEST California Basic Educational Skills Test	
Certificate of Fingerprint Clearance (required for any practicum and student teaching participation)	
PRIOR TO STUDENT TEACHING	
CSET Multiple Subjects (California Subject Exam for Teachers) completed prior to student teaching	
PRIOR TO APPLYING FOR LEVEL I TEACHING CREDENTIAL	
RICA Reading Instruction Competence Assessment	
U.S. Constitution Exam or History 117 American Civilization or Political Science 125 American Politics or equivalent that specifically covers the U.S. Constitution	
Health Course (recommend) EDSP 389/689	
CPR Certificate (infant, child and adult) <i>currently valid</i> when applying for Preliminary Teaching Credential	

Additional Credential or Degree Coursework¹⁰

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade

Master Degree Course Requirement

- Admissions M.ED along with Graduate Level Credential Program of Study
- Minimum of 30 graduate units including EDUC 500
- Students needing additional graduate units (30 minimum not including practicum) must have a pre-approved program of study signed by advisor.
- Practicum and Continuing Education coursework does not count towards M.Ed. units.
- Preparation and presentation cumulative portfolio in M.ED. Poster Session.
- Thesis option can be added to M.Ed. requirements. A thesis project is presented as part of the required Special Education M.Ed. Poster Presentation.
- Master Degree candidates beginning program after July 1, 2008 must complete an Internationalization Component for graduation. See http://www.sandiego.edu/soles/programs/learning_and_teaching/graduate_programs/

Additional Course Requirements if Seeking A Multiple Subject Credential⁷

Course Number	Course Title	Units	W/T ¹	Scheduled	Completed	Grade
EDUC 381/581	Multicultural & Philosophical Foundations of Education	3				
EDUC 382/582	Psychological Foundations of Education in a Diverse Society	3				
EDUC 531	Student Teaching for the Multiple Subject Credential	12				

DEGREE Requirements:

Point Review Process	Purpose Review Process	Reviewer	Date	Rubric Score
Midpoint Review Credential	TaskStream E-Portfolio Evaluation, Request entry into practicum			
Final Review Credential	TaskStream E-Portfolio Evaluation Recommendation Credential			
Final Review Degree	EDUC 500 Project (TaskStream submit)			
	Philosophy of Education Statement Grounded ACE & Evidence-Based Practices citations (TaskStream submit)			
	Poster Presentation, (option Action Research or Thesis in addition to mandatory poster presentation)			
	Internationalization Action Plan and Documentation			P/F

Date Program Begun: _____ Date Program Completed: _____ Date Recommended to CTC: _____

⁹ EDUC 500 also counts towards Level II Education Professional Credential

¹⁰ Minimum of 30 graduate units including EDUC 500 – Practicum coursework does not count towards M.Ed. units.

Candidate's Name
Program Advisor
Prerequisite Requirements Level II

Education Specialist Level I Credential(s) Issued	University Where Level I Completed	Date Issued	Record in Student File
Education Specialist Position (Present)	District Employing Candidate with Documented Proof	Verification 2 yrs employment	
USD Program(s) of Study Enrolled In (Check all that apply)	Program Advisor	Date Accepted	Date Program Completed
<input type="checkbox"/> Graduate Credential Only <input type="checkbox"/> M.Ed. Degree Program			

Individual Candidate Program Outcome Based Planning & Assessment Plan
Reviewed
Complete

		Date	Date	Date	Date
Task 1	Design Professional Level II Education Specialist Program of Study				
Task 2	Name District Support Provider:				
Task 3	Development & Review Dates Professional Individual Induction Plan (PIIP) [This must begin within 120 days of employment under Level I Ed Specialist Credential]				

Content Course Work¹

Course Number	Course Title	Units	W/T ²	Scheduled	Completed	Grade
EDSP 596 ³	Assessment for Curriculum Decisions	3				
EDSP 594 ⁴	Advanced Behavior Analysis & Positive Behavior Support	3				
EDSP 598 ⁵	Education Specialist Roles and Responsibilities	3				
EDUC500 ⁶	Research Design & Methodology	3				
Area Specialization						

¹Student must concurrently enroll in appropriate Field Based Performance Competency Unit listed below. Superscript after course number indicates required unit.
²W = waived course form; T = transferred course. Either case form must be in SOE Student Record File.

Field-Based Coursework & Performance Evidence (University &/or Non-university)⁷

Course Number	Course Title	Units	W/T ²	Scheduled	Completed	Grade
EDSP 596F ³	Field Based Assessment for Curriculum Decisions	1				
Standards & Competencies Summative Assessment Log	Performance-Based Evidence Standards Signed-off					
EDSP 594F ⁴	Field Based Behavior Analysis	1				
Standards & Competencies Summative Assessment Log	Performance-Based Evidence Standards Signed-off					
EDSP 593F ⁵	Field Based Induction Plan	1				
Standards & Competencies Summative Assessment Log	Performance-Based Evidence Standards Signed-off					
EDSP 597F ⁶	Field Based Research in Special Education	1				
Standards & Competencies Summative Assessment Log	Performance-Based Evidence Standards Signed-off					

⁷Candidate is responsible for working with course instructors to ensure sign-off of all artifact evidence in the *Level II Education Specialist Credentials Standards & Competencies Summative Assessment Log*. This log must be fully completed before a recommendation for a Level II Credential can be forwarded to CCTC.

Master Degree Course Requirement

- Admissions M.ED along with Graduate Level Credential Program of Study
- Minimum of 30 graduate units including EDUC 500
- Students needing additional graduate units (30 minimum not including practicum) must have a pre-approved program of study signed by advisor.
- Practicum and Continuing Education coursework does not count towards M.Ed. units.
- Preparation and presentation cumulative portfolio in M.ED. Poster Session.
- Thesis option can be added to M.Ed. requirements. A thesis project is presented as part of the required Special Education M.Ed. Poster Presentation.
- Master Degree candidates beginning program after July 1, 2008 must complete an Internationalization Component for graduation. See http://www.sandiego.edu/soles/programs/learning_and_teaching/graduate_programs/

Additional Courses M.Ed. Degree

Course Number	Course Title	Units	W/T ²	Scheduled	Completed	Grade

Additional Level II Professional Education Specialist Requirements:

Satisfactory completion of 1) a Commission Approved Technology Course, 2) Health Course for Educators (may be met by EDSP 389/589 Healthy Environments & Inclusive Education, and 3) Current Infant, Child and Adult CPR Certification.

Date Program Begun

Date Program Complete

Date Recommended to CTC

Semester/Year M.Ed. Granted

Revised 8/21/2008 - jja



ADVISEMENT FORM
Level II Credential with EL Authorization
Education Specialist: Moderate/Severe

Candidate's Name

Program Advisor

Prerequisite Requirements Level II

Education Specialist Level I Credential(s) Issued	University Where Level I Completed	Date Issued	Record in Student File
Education Specialist Position (Present)	District Employing Candidate with Documented Proof	Verification 2 yrs employment	
USD Program(s) of Study Enrolled In (Check all that apply)	Program Advisor	Date Accepted	Date Program Study Completed
____ Graduate Credential Only ____ M.ED. Degree Program			

Individual Candidate Program Outcome Based Planning & Assessment Plan

Reviewed

Complete

		Date	Date	Date	Date
Task 1	Design Professional Level II Education Specialist Program of Study				
Task 2	Name District Support Provider:				
Task 3	Development & Review Dates Professional Individual Induction Plan (PIIP) [This must begin within 120 days of employment under Level I Education Specialist Credential]				

Content Course Work¹

Course Number	Course Title	Units	W/T ²	Scheduled	Completed	Grade
EDSP 594 ⁴	Advanced Behavior Analysis & Positive Behavior Support	3				
EDSP 598 ⁵	Education Specialist Roles and Responsibilities	3				
EDUC500 ⁶	Research Design & Methodology	3				
Area Specialization						

¹Student must concurrently enroll in appropriate Field Based Performance Competency Unit listed below. Superscript after course number indicates required unit.
²W = waived course form; T = transferred course. Either case form must be in SOE Student Record File.

Field-Based Coursework & Performance Evidence (University &/or Non-university)⁷

Course Number	Course Title	Units	W/T ²	Scheduled	Completed	Grade
EDSP 594F ⁴	Field Based Behavior Analysis	1				
Standards & Competencies Summative Assessment Log	Performance-Based Evidence Standards Signed-off					
EDSP 593F ⁵	Field Based Induction Plan	1				
Standards & Competencies Summative Assessment Log	Performance-Based Evidence Standards Signed-off					
EDSP 597F ⁶	Field Based Research in Special Education	1				
Area Specialization						
Standards & Competencies Summative Assessment Log	Performance-Based Evidence Standards Signed-off					

⁷Candidate is responsible for working with course instructors to ensure sign-off of all artifact evidence in the *Level II Education Specialist Credentials Standards & Competencies Summative Assessment Log*. This log must be fully completed before a recommendation for a Level II Credential can be forwarded to CCTC.

Master Degree Course Requirement

- Admissions M.ED along with Graduate Level Credential Program of Study
- Minimum of 30 graduate units including EDUC 500
- Students needing additional graduate units (30 minimum not including practicum) must have a pre-approved program of study signed by advisor.
- Practicum and Continuing Education coursework does not count towards M.Ed. units.
- Preparation and presentation cumulative portfolio in M.ED. Poster Session.
- Thesis option can be added to M.Ed. requirements. A thesis project is presented as part of the required Special Education M.Ed. Poster Presentation.
- Master Degree candidates beginning program after July 1, 2008 must complete an Internationalization Component for graduation. See http://www.sandiego.edu/soles/programs/learning_and_teaching/graduate_programs/

Additional Courses M.Ed. Degree

Course Number	Course Title	Units	W/T ²	Scheduled	Completed	Grade

Additional Level II Professional Education Specialist Requirements:

Satisfactory completion of 1) a Commission Approved Technology Course, 2) Health Course for Educators (may be met by EDSP 389/589 Healthy Environments & Inclusive Education, and 3) Current Infant, Child and Adult CPR Certification.

Date Program Begun

Date Program Complete

Date Recommended to CTC

Semester/Year M.Ed. Granted



ADVISEMENT FORM
Level II Credential With EL Authorization
Education Specialist: Early Childhood Disabilities

Candidate's Name

Program Advisor

Special Education Graduate Handbook: You are responsible for obtaining a copy of the electronic *Special Education Program Handbook CD*. The CD is distributed when you meet with your advisor and available through the program director (Dr. Ammer). Your special education program of study is evaluated via an electronic performance-based portfolio. You are personally responsible for reading and following all policies and procedures for the credential and master degree program in special education as outlined in this cd handbook.

Prerequisite Requirements Level II

Education Specialist Level I Credential(s) Issued	University Where Level I Completed	Date Issued	Record in Student File
Education Specialist Position (Present)	District Employing Candidate with Documented Proof	Verification 2 yrs employment	
USD Program(s) of Study Enrolled In (Check all that apply)	Program Advisor	Date Accepted	Date Program Study Completed
<input type="checkbox"/> Graduate Credential Only <input type="checkbox"/> M.Ed. Degree Program			

Individual Candidate Program Outcome Based Planning & Assessment Plan

Reviewed

Complete

		Date	Date	Date	Date
Task 1	Design Professional Level II Education Specialist Program of Study				
Task 2	Name District Support Provider:				
Task 3	Development & Review Dates Professional Individual Induction Plan (PIIP) [This must begin within 120 days of employment under Level I Education Specialist Credential]				

Content Course Work¹

Course Number	Course Title	Units	W/T ²	Scheduled	Completed	Grade
EDSP 595 ⁴	Leadership & Management Skills	3				
EDSP 598 ⁵	Education Specialist Roles and Responsibilities	3				
EDUC500 ⁶	Research Design & Methodology	3				
Area Specialization						

¹Student must concurrently enroll in appropriate Field Based Performance Competency Unit listed below. Superscript after course number indicates required unit.

²W = waived course form; T = transferred course. Either case form must be in SOE Student Record File.

Field-Based Coursework & Performance Evidence (University &/or Non-university)⁷

Course Number	Course Title	Units	W/T ²	Scheduled	Completed	Grade
EDSP 595F ⁴	Field Based Leadership & Management	1				
Standards & Competencies Summative Assessment Log	Performance-Based Evidence Standards Signed-off					
EDSP 593F ⁵	Field Based Induction Plan	1				
Standards & Competencies Summative Assessment Log	Performance-Based Evidence Standards Signed-off					
EDSP 597F ⁶	Field Based Research in Special Education	1				
Area Specialization						
Standards & Competencies Summative Assessment Log	Performance-Based Evidence Standards Signed-off					

⁷Candidate is responsible for working with course instructors to ensure sign-off of all artifact evidence in the *Level II Education Specialist Credentials Standards & Competencies Summative Assessment Log*. This log must be fully completed before a recommendation for a Level II Credential can be forwarded to CCTC.

Master Degree Course Requirement

- Admissions M.ED in Special Education Program of Study concurrent or separate from Graduate Level Credential Program of Study
- Minimum of 30 graduate units including EDUC 500 (petition to graduate must be filed with Graduate School office semester prior to actual graduation)
- Students needing additional graduate units (30 minimum not including practicum) must have a pre-approved program of study signed by advisor.
- Practicum and Continuing Education coursework does not count towards M.Ed. units.
- Preparation and presentation cumulative portfolio in M.ED. Poster (May, Aug, Dec option – preregistration to present required at time file for graduation)
- Completion Electronic Portfolio Requirements for M.ED. (Must be submitted for final evaluation same date as Poster Presentation).
- Thesis option can be added to M.Ed. requirements. A thesis project is presented as part of the required Special Education M.Ed. Poster Presentation.
- Master Degree candidates beginning program after July 1, 2008 must complete an Internationalization Component for graduation. See http://www.sandiego.edu/soles/programs/learning_and_teaching/graduate_programs/

Additional Courses M.Ed. Degree

Course Number	Course Title	Units	W/T ²	Scheduled	Completed	Grade

Additional Level II Professional Education Special Requirements:

Satisfactory completion of 1) a Commission Approved Technology Course, 2) Health Course for Educators (may be met by EDSP 389/589 Healthy Environments & Inclusive Education, and 3) Current Infant, Child and Adult CPR Certification.

Date Program Begun

Date Program Complete

Date Recommended to CTC

Semester/Year M.Ed. Granted

Revised: 8/21/08- jja

Special Education Program Candidate Handbook 2010-2011

revised: 8/27/10 jja Page: 59 of 89

Master Degree Course Requirement

- Admissions M.ED along with Graduate Level Credential Program of Study
- Minimum of 30 graduate units including EDUC 500
- Students needing additional graduate units (30 minimum not including practicum) must have a pre-approved program of study signed by advisor.
- Practicum and Continuing Education coursework does not count towards M.Ed. units.
- Preparation and presentation cumulative portfolio in M.ED. Poster Session.
- Thesis option can be added to M.Ed. requirements. A thesis project is presented as part of the required Special Education M.Ed. Poster Presentation.
- Master Degree candidates beginning program after July 1, 2008 must complete an Internationalization Component for graduation. See http://www.sandiego.edu/soles/programs/learning_and_teaching/graduate_programs/

DEGREE Requirements:

Point Review Process	Purpose Review Process	Reviewer	Date	Rubric Score
Midpoint Review Credential	TaskStream E-Portfolio Evaluation, Request entry into practicum			
Final Review Credential	TaskStream E-Portfolio Evaluation Recommendation Credential			
Final Review Degree	EDUC 500 Project (TaskStream submit)			
	Philosophy of Education Statement Grounded ACE & Evidence-Based Practices citations (TaskStream submit)			
	Poster Presentation			
	Option Action Research or Thesis Project (in addition to mandatory poster presentation)			
	Internationalization Action Plan and Documentation			P/F
	Submission of Internationalization Preliminary Plan			
	Submission of Completed Internationalization Project Document			

Date Program Begun: _____ Date Program Completed: _____ Date Recommended Granting MED in Special Ed: _____

Appendix B Index:

1. ACE Reflection of Practice Grounding Practices
2. Council for Exceptional Children Code of Ethics for Educators of Persons with Exceptionalities
3. Understanding the Purpose and Practice of Dispositions

Reflection of Practice

Personal Philosophy of Education



Grounding Principles
Evidence Based Practice
Journey to Become Competent
'Highly Qualified' Education Specialist

Academic Excellence • Critical Inquiry • Reflection

Candidates demonstrate :

- Knowledge & ability to represent content accurately by applying effective strategies & techniques in field of special education.
- Active engagement in reflective activities.
- Critical analysis of own practice
- Applies higher order thinking skills to a wide array of investigative pursuits.

Community • Service

Candidates demonstrate :

- Persistent striving towards creation, support & maintenance of collaborative learning communities in their classroom that celebrate diversity & ensure a safe learning environment for all students within inclusive setting.
- Continual participation in professional organizations & professional development activities in special & general education to expand their understanding & application of evidence based practices in their practice of teaching.
- Continuous engagement in community services that maximize the potential outcomes for students and their families.

Ethics • Values • Diversity

Candidates demonstrate :

- Understanding and adherence to the values & ethical codes of the university, the diverse array of community schools they work in, and the Council for Exceptional Children Professional Code of Ethics.
- Support for & proactive creation of inclusive, unified, caring & democratic practice learning communities that value the diversity that each & every individual student, administrator, professional & paraprofessional colleague, staff & parent of students brings to the community regardless of background & ability.
- Equitable support for each & every student that supports learning outcomes & optimal development.

Understanding the Purpose & Practice of Dispositions

What are Education Specialist Dispositions?

Education Specialist Dispositions are:

- values,
- commitments, and
- professional ethics

practiced by 'highly qualified' educators.

Why Do Education Specialist Attend to Dispositions?

Education Specialist Dispositions Influence Our Behaviors Towards:

- students, families,
- colleagues, and
- communities

What Do Education Specialist Dispositions Have to Do With Teaching?

Education Specialist Dispositions Affect Students

- learning,
- motivation, and
- development

Education Specialist Dispositions Also Affect:

- educator's own professional growth.

What Guides the Development & Practice of Education Specialist Dispositions?

Education Specialist Dispositions are guided by beliefs and attitudes related to the values such as:

- caring,
- fairness,
- honesty,
- responsibility, and
- social justice.

What Are Some Examples of Education Specialist Dispositions?

Education Specialist Dispositions Might Include:

- a belief that all students can learn,
- a vision of high and challenging standards, or
- a commitment to a safe and supportive learning environment.

U DISPOSITIONS D

S E

Candidates demonstrate:

- A belief that all individuals can learn & succeed
- A commitment to reflection & critical inquiry
- A willingness to collaborate with peers & members of the educational community
- An appreciation for and willingness to form partnerships with parents/guardians & community agencies that serve children & youth
- Respect for the value of diversity in inclusive democratic societies
- A commitment to high professional & ethical practices



CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2
(p. 4). Reston, VA: Author.

Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

APPENDIX C INDEX

1. *Petition Enroll Special Education Student Teaching*
2. *Frequently Asked Questions Special Education Fieldwork and Student Teaching*
3. *Matrix Field Experiences in Special Education*

SPECIAL EDUCATION STUDENT TEACHING APPLICATION

YOU CANNOT COMPLETE THE DEPARTMENT OF LEARNING AND TEACHING PETITION REQUESTING STUDENT TEACHING UNTIL:

- 1) **COMPLETION OF THIS FORM,**
- 2) **A FORMAL ADVISEMENT MEETING WITH DR. AMMER AND**
- 3) **UNDERSTANDING OF EMBEDDED SIGNATURE ASSIGNMENTS AND CENTERPIECE ARTIFACTS LISTED AT BOTTOM OF THIS FORM. THE MIDPOINT REVIEW ARTIFACTS MUST BE UPLOADED INTO TASKSTREAM BY THE LAST DAY OF FINAL EXAMS THE SEMESTER PRIOR TO STUDENT TEACHING ENROLLMENT!**

Student Name	Student ID Number	Request Placement	Semester	Student Teach	Year
Local Address	Home Phone	Cell	USD E-mail	Other E-mail	

Note: Candidate Must Attach a printout of 1) DARS unofficial transcript dated semester applying for student teaching, and 2) an up-to-date Advisement Form with semester and year each course completed and grade (if a course requirement was waived or transferred indicate date of actual approved waiver/transfer)

Practicum Specialization Area (check one)	Mild/Moderate	Early Childhood	Moderate/Severe	Interns Complete This Section	
				#Units This Term	Total Units So Far

¹(note a candidate under a district intern contract must enroll in at least 1 unit of EDSP 390 every semester until all coursework has been completed • a minimum of 6-units of practicum must be completed by all students)

Record of Previous Special Education Related Field Experience (course required, positions held or volunteer work)

Type Disabilities & Delivery of Service Placement (RSP, SD, Inclusion Gen Ed Room)	Age or Grade Level	Sem/Yr	Length Exp (Hrs, Days, Wks)	School, District or Agency	District/University Support Person (if applicable)

General Education Student Teaching (not a prerequisite)

Setting/Type Individuals/Credential	Sem/Yr	Unit	School & District	District & University Support Person

Practicum Placement Factors to be considered but not guaranteed (e.g. age/grade region in county/district type class)

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²Note: a candidate must have experience across grade/age levels and the types of special needs included under a credential before a recommendation for certification can be authorized! This is true for all candidates including interns! ³A 40-minute commute may be required to round out your field experiences and to ensure best quality placement to demonstrate your demonstrated mastery of CCTC Performance-based outcomes.]

⁴An intern must provide documented evidence of USD and District Contract signed agreement regarding intern status. ⁵An intern must provide certificate from district verifying District Support Person is assigned and is certified in the area for which the intern is seeking certification.

Pre-approval to take one 3-unit course with special education student teaching requires approval of program coordinator

Course Number	Title	Units	
			Approval Signature Coordinator Special Education

Note All Student Teacher/Intern Students Must Attend All Special Education Practicum Seminar Classes During Each And Every Semester Enrolled In Practicum!

Reflective Professional Portfolio Midpoint Review

Faculty Reviewer	Rubric Score		Recommendation Placement		Disapprove Enrollment	

Credential Analyst Verification All CCTC Prerequisites on File

	Yes	No	Date	
--	-----	----	------	--

University Practicum Supervisor Assigned

University Practicum Supervisor Assigned	District Support Person Assigned	School & District Assigned

FREQUENTLY ASKED QUESTIONS FIELDWORK AND STUDENT TEACHING

The FAQ delineates includes several key questions asked by candidates. The list helps clarify and focus requirements and procedures pertaining to fieldwork.

Why are field experiences required prior to student teaching?

First, research is showing that novice and apprentice level guided course related field experiences prior to student teaching increases an educator's readiness to begin a teaching assignment upon completing a teacher training program of study. Second, the professional association granting recognition and accreditation to USD have all completed internal research showing that the more contact hours included in a program of study prior to student teaching raises the "highly qualified" entry competency of first year teachers. Third, the California Commission on Teacher Credentialing issues a kindergarten to 22 years of age teaching license to Preliminary Education Specialists. In addition, the mild to moderate authorization states that a teacher is qualified to provide education services across the complete spectrum of categorical disabilities listed under the authorization. To meet the breadth and spread authorized under a special education credential requires multiple opportunities to interact with the diversity of age/grade, social economic, and community diversity being served across California. Fourth, past experience shows that too many student teachers discover they really do not want to work in special education or with a particular service area. Failure to provide early and progressively more comprehensive engagement with students limits awareness of career options to the last semester in a program of study.

Can I receive a course grade prior to finishing a required field-based experience?

This is not possible because key requirements aligned with a course and teaching standards would not be met. Courses with designated field practice design assignments that facilitate translating theory into actual settings where learning and teaching occur.

If I am approved to waive or transfer a course from another school does that exempt me from completing any field-based Embedded Signature Assignments (ESA)?

No! The ESA is part of the performance-based evidence by which you demonstrate specific knowledge or skills. Your faculty Program Advisor will work with you to develop an alternative for the artifacts missing from your electronic portfolio.

I am a district and university approved intern working under a district or agency contract. Can I complete all my field experiences in my current teaching assignment?

No. There are specific Embedded Signature Assignments and/or credential standards competencies requiring working in placements outside your contract setting. These can include inclusive general education classrooms, demonstrating the multiplicity of roles required of an education specialist, and/or experience with other individuals with special

needs covered under your mild to moderate authorization. When your present intern assignment includes responsibilities related to some or all of a specific course related field requirements you may use your assigned setting. This will require instructor and/or university supervisor preapproval. However, when specific course assignments and/or observations require you to demonstrate certain teaching skills not included in your contract setting other arrangements must be made. Work with your district support provider and administrator to arrange for time you may need outside your contract setting.

Are there required steps prior to enrollment in student teaching?

Absolutely! The first step is to meet with the Coordinator of Special Education (Dr. Ammer). This must be done by October 15th for Spring student teaching placement. For Fall student teaching placement the meeting must occur by April 15th. Step two is to complete the Department of Learning and Teaching student teaching application and attend a mandatory L&T department wide pre-enrollment meeting. You cannot complete step two until you first complete step one.

Are there paperwork and/or other conditions required prior to the Department of Learning and Teaching student teaching meeting?

Special education student teaching requires completion of the Special Education Student Teaching Petition Form. This is done by the time you meet with Dr. Ammer. A copy of this form is included in Appendix C of this handbook. Your meeting with the Coordinator of Special Education will go over your petition form. The special education request form and meeting with Dr. Ammer is mandatory and must occur before you can fill out the Department of Learning and Teaching petition to student teach! See the field experience guide for complete information.

What prerequisites have to be met prior to enrollment in student teaching?

First you must complete all required teaching examinations prior to petition for a student teaching placement. This includes the CBEST, CSET and RICA. You must also have completed the SOLES Online Technology Workshop and the continuing education EDU 588x or Eng 318. All midpoint embedded signature assignments and centerpiece artifacts must be uploaded and evaluated in the TaskStream Special Education E-portfolio. See the evaluation guide for a detailed explanation.

MATRIX FIELD EXPERIENCES IN SPECIAL EDUCATION

PRELIMINARY EDUCATION SPECIALIST CREDENTIAL WITH MILD/MODERATE AUTHORIZATION		
Courses	Individual special education courses may require field experience to complete course and/or Embedded Signature Assignment.	Instructor will inform students of required field experiences within first sessions of the course.
Methods Courses	Multiple Subject	
	• EDUC 383P/583P Methods of Teaching Reading & Language Arts	5- hours of field experience Embedded Signature Assignment (ESA) Reading Case (interns need to work with district administration to accommodate contact hours in a multiple subject classroom.
	• EDUC 384C/584C Methods of Teaching English Language & Academic Development	20-hour service learning experience Embedded Signature Assignment service learning project.
	• EDUC 375P/575P Elementary Curriculum Methods for Special Educators	25-hour field experience multiple subject subject-matter class. Lesson plan & Unit Plan with video clip of teaching Embedded Signature Assignment – inclusive class setting
	Special Education Methods Courses	
	• EDSP 372/572 Language Variance and Assistive Technology	5-hour shadowing speech and language teacher. ESA case report.
	• EDSP 375P/575P Evidence Based Inclusive Practices Mild to Moderate Disabilities	25-hour field experience differentiated instruction based on students IEP learning objectives for grade appropriate subject matter standards. Special education setting.

Appendix D Index:

- SOLES International Requirement Guide Learning and Teaching Department
- International Requirement Artifact Required Prompt Questions Learning & Teaching with Special Education Focus
- Official International Project Requirement Submission Form



DEPARTMENT OF LEARNING AND TEACHING INTERNATIONAL EXPERIENCE REQUIREMENT INFORMATION FOR STUDENTS

I. GOALS AND GUIDELINES

SOLES Vision Statement and Strategic Plan

The programs within the School of Leadership and Education Sciences will develop highly effective, socially responsible, and marketable students through international programs. All students enrolled in degree programs will be required to participate in an International Experience (IE) prior to program completion.

Department of Learning and Teaching Guidelines

An international experience within the Department of Learning and Teaching (L&T) is defined as an opportunity for students to interact with individuals and/or institutions from a nation outside the U.S. in a manner that supports their personal and professional growth, nurtures cultural understanding, and prepares students to interact with and effectively serve diverse communities in a professional capacity.

II. INTERNATIONAL OPPORTUNITIES

Candidates can engage in one or more of the following international learning experiences:

- ◆ **Enroll in an “I” designated course and complete all course requirements.** Master’s level courses that include an “I” designation indicate the incorporation of an IE within the structure of the course. These courses include readings, experience(s), and structured discussion opportunities to provide a theoretical grounding for the IE. Instructors help guide students to make personal connections and professional applications in response to the experience. SOLES Global Studies courses may include an “I” designation.
- ◆ **Work with your academic advisor to design your own international experience.** Candidates may also work with their academic advisor to design an IE that meets the department guidelines described above. Candidates are encouraged to take advantage of on- and off-campus opportunities through SOLES Global, KIPJ, the USD International Center, and the Center for Community Service Learning. Candidates are expected to read materials that will help ground their IE in a theoretical framework and to consider follow-up applications. Student-designed IEs are required to be approved by the student’s academic advisor *prior* to participation in the selected activity.

III. THE INTERNATIONAL EXPERIENCE PAPER

To complete the requirement, all candidates within the Department of Learning and Teaching must write a paper that responds to their IE. The paper should include the elements described below. Papers should be supported by the documentation indicated; this evidence should be attached as appendices. Papers are expected to follow standard APA formatting and include a list of works cited.

- ◆ Description – Describe the location, events, and context of the experience. Describe activities and observations from the experience. Discuss the connection to theory and research readings from coursework and/or independent research.
 - Supporting documentation: Attach evidence such as a mission statement, program guide, or agency brochure.

- ◆ Personal connection – Discuss the learning that took place as a result of your experience. How did this experience change or deepen your understanding of global education, internationalization, student learning needs, instructional pedagogy, etc.? Make connections to course and/or independent readings.
 - Supporting documentation: Attach evidence that demonstrates learning (e.g. journals, blogs, photos, etc.). Be sure to reference evidence, as appropriate, in the discussion.

- ◆ Professional application – Discuss how the learning from this experience can be applied in the classroom or other educational setting. Where possible, connections should be made to course and/or independent readings.
 - Supporting documentation: Attach evidence that demonstrates potential applications (e.g. lesson plans, case studies, sample readings and discussion guides, etc.).

IV. SUBMISSION DEADLINES

Candidates must complete all IE requirements and submit all required documentation to their academic advisor by the following deadlines. In addition to the IE paper and supporting documentation described above, candidates also must complete and attach the one-page “International Experience Completion Form.” Successful completion of the IE requirement is subject to the approval of the candidate’s academic advisor.

<u>Anticipated Graduation Date</u>	<u>IE Submission Deadline</u>
May Graduation	April 1
August Graduation	July 1
December Graduation	November 1

REFLECTIVE ESSAY PROMPTS

INTERNATIONALIZATION PROJECT Learning & Teaching Department Special Education Addendum Format Requirement

The Master Degree required International Experience requires three forms of verification.

1. Meet with your advisor and plan your international experience prior to completing the experience. Section I of the *SOLES International Experience Form* must be signed by candidate and advisor. (This portion of the International Form must accompany your petition to graduate.)
2. Complete your international experience. Meet with your advisor to review your completed experience and discuss your Reflective Essay. The candidate and program advisor must sign this portion of the international form. Two copies of the signed international experience form are required. One copy is placed in your Department of Learning and Teaching file. The second is forwarded to the Registrar's Office.
3. A reflective analysis of your international experience must be discussed and submitted to your advisor for approval evaluation. A physical or electronic version of this product must be provided to Advisor for submission to candidate LT student file. The reflection must include all elements of the Learning and Teaching Department and Special Education Program prompts.

Delivery Format: The reflection can be presented via a variety of creative archival formats. For example: a written essay in electronic format, a video essay with commentary, any other creative technology based format. Required in format selected must include all listed program prompts and a product that can be archived in the student folder.

- All three criteria must be completed before a degree can be posted and a diploma can be issued.

Department of Learning and Teaching Reflective Prompts: Candidate must attach a written response to the international experience that includes the following:

1. Description of the activity (ies) and individual(s) involved in the experience – What was the experience?
2. Description of your participation in the experience – What did you do during the experience?
3. Discussion of your learning - What new information and ideas did you gather relative to globalization and diversity from the experience?
4. Reflective discussion of the connection between your participation in this activity and your prior beliefs and experiences – How did this experience support or contradict your prior understanding based on your own P-12 education, readings, discussion in your USD coursework, and/or your experiences as a teacher in the P-12 classroom?
5. Discussion of potential applications – How will you use the learning from this international experience to inform your future academic, professional, and/or personal interactions?

Special Education Add-On Reflective Prompts: Thinking about your emerging understanding and commitment to the code of ethics and practice articulated in the SOLES social justice ACE themes and the Council for Exceptional Children's Professional Ethical Practices:

- How does your international experience impact your existing perceptions about special education, families, students at-risk and planning the preschool to adult transition experiences?
- Does the literature and professional investigation you encountered in your graduate program of study align with or stand in conflict with your international experience(s)? Describe how your professional perspective is changing.

**SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES
INTERNATIONAL EXPERIENCE REQUIREMENT¹ APPLICATION FORM**

SECTION I: *This section of the form must be completed before the international experience begins.²*

Name: _____

USD ID: _____

Advisor: _____

Degree Program: _____

Description of proposed experience: _____

Date(s) of experience: _____

Anticipated learning outcomes: _____

Candidate's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

SECTION II: *This section of the form must be completed after the international experience. Complete documentation of the experience must be submitted to your advisor within one month of the international experience and at least two weeks prior to program completion.*

Assessment

To demonstrate the learning as a result of this international experience, the student completed the following:

- | | |
|---|--|
| <input type="checkbox"/> Electronic presentation | <input type="checkbox"/> One-on-One conference between student and faculty or class discussion |
| <input type="checkbox"/> Global study course assessment | <input type="checkbox"/> Oral presentation (with portfolio or capstone) |
| <input type="checkbox"/> International Experience paper | <input type="checkbox"/> Written Reflection |
| <input type="checkbox"/> Participation in symposia on international experiences | <input type="checkbox"/> Other (with permission) _____ |

By signing below, the candidate and the instructor or activity coordinator / supervisor confirm the candidate's participation in the pre-approved international experience:

Instructor / Coordinator's signature: _____ Name: _____
Title: _____ Phone / E-mail: _____

Candidate's signature: _____ Date: _____

Note: Each degree program and/or specialization may have specific guidelines that restrict the above choices. Consult your advisor for more information before completing your assessment.

¹ All experiences must meet the International Experience Goals and Objectives set by SOLES, and the candidate's degree program.

² Some variation between the anticipated activity and the actual activity may be expected. However, if there is a significant change in the nature of the activity, this form must be re-submitted to the advisor for approval prior to the start of the international experience.

FOR ADMINISTRATIVE USE Advisor approval: Initial: _____ Date: _____ Program Coordinator/Director/Chair Approval: Initial: _____ Date: _____

Appendix E Index:

- SOLES Policies and Procedures Locator
- Key Policies and Procedures located in Special Education Course Syllabi

SOLES HANDBOOK: The latest updates to the Graduate Student Handbook Policies for SOLES is the official source for all procedures. The School of Leadership and Education Sciences Graduate Student Policies Handbook can be found at:

A copy of the latest handbook can be found on the Special Education Program Handbook and Guides compact disk. The compact disk is given out at the new graduate student orientation. Undergraduates receive a copy of the compact disk when meeting with Coordinator of Special Education after acceptance in the Professional Special Education Credential Program of Study.

The disk provides vital information related to the three levels of the special education program support.

- Undergraduate and Graduate Preliminary Education Specialist Credential and/or Master Degree in Special Education.
 - *Candidate Handbook Special Education Program*
 - *Advisement Guide Special Education Program*
 - *Performance-Based Evaluation Guide Special Education*
 - *Field Experience Guide Student Teaching Special Education*
- School of Leadership and Education Sciences Handbook Masters Degree and Credential Programs in Learning and Teaching
- School of Leadership and Education Sciences Graduate Student Policies Handbook

The handbooks can be found in the handbooks section of the SOLES website (sandiego.edu).

http://www.sandiego.edu/soles/documents/handbooks/graduate_student_policies.pdf

Contact Dr Ammer, Coordinator of Special Education Program to request a replacement CD.

Contact information can be found on the Key Contacts Sheet provided in Appendix A of the overview handbook.

- *Candidate Handbook Special Education Program*

The handbooks and advisement material are always included in WebCT courses taught by Dr. Ammer. They are located in the Course Materials folder in the Advisement subfolder.

***SELECT KEY
PROGRAM POLICIES AND PROCEDURES
University, School of Leadership and Education Sciences, Department of Learning
and Teaching and Special Education Program***

COMPLETE LIST SOLES POLICIES AND PROCEDURES:

A complete listing of all important policies and procedures are listed in two locations.

- School of Leadership and Education Sciences Handbook Masters Degree and Credential Programs in Learning and Teaching
 - A copy of this handbook is included on the Special Education Program Handbooks and Guides compact disk.

- School of Leadership and Education Sciences Graduate Student Policies Handbook
http://www.sandiego.edu/soles/documents/handbooks/graduate_student_policies.pdf

The handbooks can be found in the handbooks section of the SOLES website (sandiego.edu).

The following policies and procedures appear on all your course syllabi.

Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

GRADE OF INCOMPLETE

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to

complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

REQUESTS FOR ACCOMMODATION

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities. Students who require specific instructional and testing modifications must inform the instructor in a timely manner. Students needing such requirements must identify themselves to the University of San Diego Disability Services Office Serra Hall 300 (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations. Additional information may be found on USD's website at <http://www.sandiego.edu/disability>.

ACADEMIC INTEGRITY

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Your primary resource for all credential and degree requirements is included in the Special Education Candidate Manual. Your Program Advisor and the Coordinator of Special Education – Dr. Jerry Ammer (MRH 224A ammer@sandiego.edu; (619) 260-4292) are available to assist you in your journey through the credential and/or degree process. You must be in regular contact with your advisor and the program coordinator to ensure you are meeting all the requirements and procedures established by the University of San Diego and the California Commission on Teacher Credentialing. *If you have a question or conflicting information check with the Special Education Program Coordinator!*

OFFICIAL USD INFORMATION:

ALL STUDENTS MUST USE THE FREE USD INTERNET ACCOUNT 'YOURUSDNAME'@SANDIEGO.EDU. THIS USERNAME AND PASSOWRD ALSO PROVIDES ACCESS TO THE USD PORTAL [HTTP://MY.SANDIEGO.EDU](http://my.sandiego.edu). MYSANDIEGO IS THE OFFICIAL

INFORMATION EXCHANGE FOR THE UNIVERSITY. ALL STUDENTS ARE RESPONSIBLE FOR MONITORING THIS SITE AND ITS CONTENT. YOU WILL BE HELD RESPONSIBLE FOR ALL POSTING REGARDING POLICIES, PROCEDURES, THE USD ACADEMIC CALENDAR, COURSE REGISTRATION AND YOUR UNOFFICIAL TRANSCRIPT IN 'DARS'.

HANDBOOK/GUIDES:

ALL SPECIAL EDUCATION CREDENTIAL AND DEGREE CANDIDATES ARE RESPONSIBLE FOR THE CONTENT IN THE USD SPECIAL EDUCATION HANDBOOK AND GUIDES. THESE INCLUDE: 1) OVERVIEW SPECIAL EDUCATION HANDBOOK, 2) ADVISEMENT SPECIAL EDUCATION GUIDE, 3) FIELD PRACTICUM GUIDE, & 4) ASSESSMENT SPECIAL EDUCATION HANDBOOK. CONTACT SPECIAL EDUCATION COORDINATOR – DR. AMMER (ammer@sandiego.edu) FOR DETAILS.

DIFFERENTIATED GRADUATE AND UNDERGRADUATE ASSIGNMENTS AND EVALUATION CRITERIA:

MASTER DEGREE and GRADUATE LEVEL CREDENTIAL CANDIDATES are evaluated at a different caliber of expectations than UNDERGRADUATES WHO ARE CREDENTIAL ONLY CANDIDATES. Specific additional graduate level assignments or added assignment requirements are listed in each course syllabi.

Admission to the USD master degree program is based on demonstration of a comprehensive set of academic skills that were mandated and demonstrated for granting of a bachelor degree. Course performance evaluation of research, scholarship, field-based experience and in-class discourse by graduate students is held to a higher set of criteria. Demonstration of graduate level scholarly writing, skills as a researcher and use of persuasive in-depth analysis skills will affect grading.

UNDERGRADUATE STUDENTS performance evaluation of research, scholarship, field-based experience and in-class discourse is evaluated in alignment with the university and professor expectations of a candidate for a bachelor degree. Additionally the bachelor level professional coursework in education is only related to credential criteria and not degree requirements for undergraduates.

Undergraduates may do some or all of the extra assignment work required of graduate students, however, the grading will be based on expectations for an undergraduate level knowledge, skills and experience. A 300 series special education course counts towards a Preliminary Education Specialist Credential. It cannot count as a graduate level course upon entering the master degree program of study.

REQUIREMENTS FOR ALL EDUCATION SPECIALIST CREDENTIAL CANDIDATES:

SOLES TECHNOLOGY WORKSHOP: ALL SPECIAL EDUCATION, MULTIPLE SUBJECT AND SINGLE SUBJECT TEACHING CREDENTIAL STUDENTS ARE REQUIRED TO COMPLETE AN ONLINE TECHNOLOGY WORKSHOP. **SIGN-UP** FOR THE REQUIRED WORKSHOP BY CONTACTING KATY ESTEY ([MAILTO:KESTEY@SANDIEGO.EDU](mailto:kestey@san Diego.edu)). IN THE E-MAIL PROVIDE YOUR FULL NAME AND USD ID#. THEN THE WORKSHOP IS MADE AVAILABLE IN YOUR WEBCT FOLDER. THE WORKSHOP IS FREE AND YOU WORK AT YOUR OWN PACE. WHEN ALL THE MULTIPLE CHOICE AND SHORT ESSAY QUESTIONS ARE COMPLETED A VERIFICATION IS AUTOMATICALLY SUBMITTED FOR YOUR CREDENTIAL.

APPENDIX F INDEX

GLOSSARY OF TERMS

- ACRONYMS & DEFINITIONS

GLOSSARY OF TERMS

- This is an interactive educators dictionary. Everyone reading this manual is encouraged to submit your own acronym and/or education related definitions. Send terms you think all educators, parents and administrators should know relevant to learning and teaching for students with special needs. – E-mail your list to Dr. Jerry Ammer. mailto:ammer@sandiego.edu?subject=NTK_Acronyms_and_Terms

Acronyms

ASD	Autism Spectrum Disorders
BIP	Behavior Intervention Plan
CA	Centerpiece Artifact
CBEST	California Basic Education Skills Test
CC	Common Core (CEC/NCATE)
CCTC or CTC	California Commission on Teacher Credentialing
CEC	Council for Exceptional Children
CELDT	California English Language Development Test
CSET	California Subject Examinations for Educators
COA	California Committee on Accreditation
CSTP	California Standards for the Teaching Profession
EC	Early Childhood Disabilities
ELL	English Language Learner
ESA	Embedded Signature Assignment
FBA	Functional Behavior Assessment
GC	Individualized General Curriculum (CEC/NCATE)
ICC	Individualized Independent Curriculum (CEC Standards Term)
IIP	Individual Induction Plan
INTASC	Interstate New Teacher Assessment and Support Consortium
IRIS	IDEA and Research for Inclusive Setting
L&T	Learning and Teaching
M/M	Mild to Moderate Disabilities
MRH	Mother Rosalie Hill Hall (USD Education Bldg)
M/S	Moderate to Severe Disabilities
NCATE	National Council for Accreditation of Teacher Education
NCLB	No Child Left Behind (US Education Department Term)
PACT	Performance Assessment for California Teachers
PARs	Performance Assessment Requirement
PDD	Pervasively Developmentally Delayed
RICA	Reading Instruction Competence Assessment
RTTT	Race to the Top (US Education Department Term)
SOLES	School of Leadership and Education Sciences
SPED	Special Education
TPA	Teaching Performance Assessment
TPE	Teacher Performance Indicator
NCATE	National Council for Accreditation of Teacher Education
SOE	School of Education
SPED	Special Education
USD	University of San Diego

Definitions

ACE: USD School of Education Unit (PEU) overarching Unit Candidate Outcomes themes based on the mission and principles of USD including 1) academic excellence, critical inquiry and reflection, 2) community and service, and 3) ethics, values and diversity.

Assessment: An evaluation measure that provide information for use in monitoring candidate performance and managing and improving unit operation and program for the preparation of professional educators. Multiple assessments inform the program about learning outcomes and competency of candidates. Assessments are either course specific or program comprehensive. A single or multiple assessment techniques might be used in a course. Centerpieces artifacts are a type of an assessment that becomes part of a candidate's Reflective Professional Portfolio. Course base assessments inform individual course instructors about a candidate's performance in relationship to course requirement. A Centerpiece is evaluated via a rubric process to inform the overall program about a candidate's readiness to move through the stages of credentialing and/or degree completion. A centerpiece is evaluated by a prescribed group of program faculty.

Assessment System: A comprehensive and integrated set of evaluation measures that provide information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators. (p. 29 CEC NCATE 2009 Standards).

Assistive Technology: Generic term that includes assistive, adaptive, and rehabilitative devices and the process used in selecting, locating and using technology to promote greater independence for people with disabilities. Enables individuals to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to or changed methods of interacting with technology needed to accomplish such tasks.

Advanced Preparation: Programs at post baccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other professional school personnel at an IHE, district professional development level or other agency authorized by state department of education or professional organization. Advanced preparation programs commonly award graduate credit and include masters, specialist, and doctoral degree programs as well as nondegree licensure programs offered at the graduate level. (p. 29 CEC NCATE 2009 Standards).

Augmented Alternative Communication Device: Is communication for those with impairments or restrictions on the production or comprehension of spoken or written language. Augmentative and alternative communication is any method that supplements or replaces speech and writing when these are temporarily or permanently impaired and inadequate to meet all or some of a person's communication needs. Use of AAC involves selecting messages or codes from a set of possibilities. The user can use these elements alone or in combination in order to communicate a variety of messages. AAC may be unaided, or aided, involving high and low technology. ([Wikipedia](#))

Authentic Assessment: Credible and rigorous performance assessment that is measurable and observable. Evidence of candidates' ability to consistently perform the competencies aligned with professional standards in field and clinical related situations.

California Standards for the Teaching Profession (CSTP): The six overarching standards that delineate the areas of performance competency where all California Credentialed Teachers strive to attain higher knowledge, disposition and skills abilities throughout their professional career. They include a) making subject matter comprehensible to students, b) assessing student learning, c) engaging & supporting students in learning, d) planning instruction & designing learning experiences for students, e) creating & maintaining effective environments for student learning, and f) developing as a professional educator.

Candidate Performance Data: Information derived from assessments of candidate proficiencies, in areas of teaching and effects on student learning, candidate knowledge, and dispositions. Candidate performance data may be derived from a wide variety of sources, such as projects, essays or tests demonstrating subject content mastery; employers evaluations; state licensure tests; and mentoring year "portfolios" as well as assessments, projects, reflections, clinical observations, and other evidence of pedagogical and professional teaching proficiencies. (p. 29 CEC NCATE 2009 Standards).

Candidates: Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of

teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from "students" in P-12 schools. (p. 30 CEC NCATE 2009 Standards).

Centerpiece Artifact: This refers to evidence of a special education teacher's level of professional competencies at a specific point in time. The CA project requiring an integration of special education teacher candidate's knowledge and skills ability-levels across more than one CTC, CEC and NCATE standard. A comprehensive integration of multiple standards based knowledge, understanding and skill abilities through a more complex and encompassing product.

Conceptual Framework: An underlying structure in a professional education unit that gives conceptual meaning through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. (Section II: p. 35 1 CEC NCATE 2009 Standards)

Disposition: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. (See page 31 of the Council for Exceptional Children's NCATE 2009 Standards Manual).
<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>

Embedded Signature Assignment: The term refers to performance-based project linked with coursework and field experience. An assignment designed to provide performance-based evidence of a candidate's ability to integrate the Teacher Performance Expectations and CEC Standards of Practice for Professional Special Educators.

A term used in PACT referring to required assignments that demonstrate a candidate's performance-based competency related to a California TPE. Each PACT institution has its own embedded signature assignments. At USD a course or field experience related assignment that is evaluated in terms of ability related to understanding and application of a teaching skill. Special Education candidates at USD place multiple subject embedded signature assignments in the Special Education e-folio CEC 10 Professional Standards "centerpiece artifact" folio.

Evaluation Stages: A point in a program of study when the faculty review candidate performance and make recommendations regarding progress to the next phase of the program. The three stages are 1) prior to requesting EDSP 390 Practicum enrollment, 2) for recommendation to the USD Credential Officer for submission of credential documents to the California Commission on Teaching Credentialing, and 3) for recommendation to submit documentation to the University Registrar regarding completion of all degree requirements.

Field Based Experience: In special education this refers to an activity completed in a P-12 setting related to course learning. It may or may not be supervised. A candidate is expected to use field to build a centerpiece artifact that demonstrates performance-based competency. In multiple and single subject courses field based experience is referred to as practicum experience. The CCTC uses the term practicum in special education to refer to the supervised semester long student teaching with students with special needs

IDEA and Research for Inclusive Setting (IRIS): Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the IRIS Center develops training enhancement materials to be used by faculty and professional development providers for the preparation of current and future school personnel. The Center works with experts from across the nation to create challenge-based interactive modules, case study units, and a variety of activities, the purpose of which is to provide research-validated

information about working with students with disabilities in inclusive settings. All IRIS materials are available free of charge through the IRIS Web site (<http://iris.peabody.vanderbilt.edu>).

Individual Induction Plan (IIP): Based on the California Standards for the Teaching Profession the IIP is a six domain self-analysis of areas of strength and areas for further development as a teacher. A version of the IIP is completed as part of the enrollment consideration for practicum, as part of the CCTC formal requirements at the end of a student teaching, and within 120 working days of beginning a district contract with a Preliminary Education Specialist Credential or a Level I Education Specialist Credential.

Initial Teacher Preparation: Programs at baccalaureate or post baccalaureate levels that prepare candidates for the first license to teach. (p. 32 CEC NCATE 2009 Standards).

Intern: Usually a two-year paid contract position with a school district. It is a teacher in training model of preparing a highly qualified education specialist. A candidate is nominated and evaluated by both the school district and the university for consideration for an intern position. A district "support provider" and a USD Field Based Supervisor work with the intern every semester under contract.

Knowledge Bases: Empirical research, disciplined inquiry, informed theory, and the wisdom of practice. (p. 32 CEC NCATE 2009 Standards)

Paraeducator (Para): A teaching assistant or teacher's aide in a special education setting. Paraeducator is used to stress the professional preparation and responsibilities of the teaching assistant with responsibilities to the learning setting and/or student(s) with special needs.

PACT: Performance Assessment for California Teachers. The PACT is an alternative option to the California TPA assessment system for teachers. A Commission on Accreditation approved elective alternative system for assessing candidate performance. This is a performance-based assessment system focusing on the evidence of skill competencies a student teacher candidate demonstrates during a field experience. The TPA is the preferred method used across California universities. It is part of the process to become a single or multiple subject teachers in California. PACT is a process for validating a teacher candidate's readiness to be recommended for a multiple or single subject teaching credential. Conducted in the teacher-training program, the major project is completed during student teaching. A reflective documentation of research grounded rationale for planning, delivery and assessment of learning outcomes demonstrates depth of teacher preparedness of a candidate. It also requires a video demonstration of key elements from the written commentary.

Performance Assessment: A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, pedagogical knowledge, skills, and dispositions, including their abilities to have positive effects on student learning. (p. 33 CEC NCATE 2009 Standards).

Any legitimate assessment of what a candidate does or can do. It is not necessarily authentic assessment (authentic assessment is always performance assessment but not vice versa). Performance assessment can include tests and other "artificial" instruments ... The guiding question is ... how does the program verify that the candidates it graduates are prepared and able to teach effectively? (PowerPoint CECINATE Program Report Compiler Training. Council for Exceptional Children. Vail, CO by Margaret Crutchfield Director for Program Accreditation Professional Standards & Practice. July, 2002)

Performance Assessment Requirement: A course specific requirement that demonstrates both competency in a degree based course and knowledge, disposition and skill development in terms of CEC Common Core Standards. While all PARs inform the overall progress of a candidate towards competency they are not always in the depth that is illustrated in an overarching Centerpiece artifacts incorporated into the Reflective Professional Portfolio.

Performance Measure Types: Written (essays, position papers, case-study analyses, lesson and unit plans, observations of events, short responses, tests), oral (presentation, micro-teaching, debates, interviews), visual (producing a video, designing a chart, creating a learning center), simulated events (PTA meeting,

school board meeting), clinical and field experiences (reflective logs, teaching performance, diagnostic reports on individual students), or portfolios. (PowerPoint CECINCATE Program Report Compiler Training. Council for Exceptional Children. Vail, CO by Margaret Crutchfield Director for Program Accreditation Professional Standards & Practice. July, 2002)

Portfolio: An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents might include end-of-course evaluations, and tasks used for instructional or clinical experience purposes such as projects, journal, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples of student work. (p. 32 CEC NCATE 2009 Standards).

Practicum: Term used by CTC referring to the student teaching experience for a Level I Education Specialist Candidate. In multiple and single subject coursework refers to field experiences. A practicum involves supervised, semester long demonstration of a candidate's teaching preparedness. Both a district and university supervisor work with candidate during practicum. Requires participation in a three Saturday seminar where the Individual Induction Plan mandated by CCTC is developed. An intern must register for a minimum of 1-unit of practicum every semester under intern contract with a district. A minimum of 6-units is required.

Professional Deportment: Reflects on & evaluates the effects of choices & actions on self & others. Deportment refers to professional attitudes that could include commitment to ethical treatment & respect for all stakeholders. Demonstrates social & emotional maturity as evidenced by punctuality, consistent attendance, responsible decision-making, appropriate attire, respectful & professional interactions, and relationships with students, their families and professional colleagues. Ethical treatment, respect for colleagues & students, ability to receive constructive criticism, mutual respect, & social justice.

Reflective Professional Portfolio: A critical inquiry documentation of professional growth and performance-based competency aligned with professional standards. The centerpiece artifacts designated by the candidate's program of study faculty included in the portfolio provide evidence of the individual's emerging teaching competency. The self-reflections that introduce each section of the portfolio provide personal voice descriptions of the professional growth journey experienced by the candidate in alignment with the overarching School of Education themes (ACE). The standards based rubric assessment of the final portfolio by program faculty considers the overall qualifications of a candidate. (USD SPED)

Rubric: Written and shared for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success off a candidates assessment. (p. 35 CEC NCATE 2009 Standards)

Service: (Faculty and students) ... contributions to college or university activities, schools, communities and professional associations in ways that are consistent with the institution and unit's mission (Section II: p. 35 1 CEC NCATE 2009 Standards)

Skills: The ability to use content, professional, and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning. (p. 35 CEC NCATE 2009 Standards)

Student Teaching: CTC replacement of practicum with the Preliminary Education Specialist Credential student teaching assignment. Student teaching is required for students who are not yet certified to teach. It is different from a [practicum](#), which is required when a student already holds certification to teach, yet wants a certificate extension to teach another area of specialization; they are both college-supervised field-based experiences. ([Wikipedia](#))

Unit: The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. Also known as the professional education unit. (p. 37 CEC NCATE 2009 Standards).

Unit Candidate Outcomes: Overarching principles adhered to by all programs in the USD School of Education Professional Education Unit (PEU). See terms under ACE.