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General Precondition 8. Grievance Process
To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that candidates have been informed of the grievance process and that the process has been followed.

- **Grievance Procedures**

General Precondition 10. Communication and Information
To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs.

- **Admission**
- **Program Requirements**

Preliminary Programs

Preliminary Multiple and Single Subject 1. Limitation on Program Length
The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution.

- **Multiple Subject Program**
- **Single Subject Program**

Preliminary Multiple and Single Subject 2. Limitation on Student Teaching Prerequisites
No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools.

- **Multiple Subject Program**
- **Single Subject Program**

Preliminary Multiple and Single Subject 4. Undergraduate Student Enrollment
Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course.

- **Admission**
Preliminary Multiple and Single Subject 5. Program Admission
The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate’s standing in relation to required subject matter preparation during the admissions process.
- Admission – multiple subject credential program
- Admission – single subject credential program

Preliminary Multiple and Single Subject 6. Subject Matter Proficiency
The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school.
- Admission – multiple subject credential program
- Admission – single subject credential program

Preliminary Education Specialist 2. Program Admission
The sponsor of an education specialist teacher preparation program assesses each candidate’s standing in relation to required subject matter preparation during the admissions process.
- Admission

Preliminary Education Specialist 3. Subject Matter Proficiency
The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school.
- Admission

Internship Programs 1. Bachelor’s Degree Requirement
Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education.
- Admission Requirements for Intern Credential Programs

Internship Programs 2. Subject Matter Requirement
Each intern admitted into the program has passed the Commission-approved subject matter examinations(s) or Commission-approved subject matter preparation program for the subject area(s) in which the Intern is authorized to teach.
- Admission Requirements for Intern Credential Programs

Internship Programs 8. Early Program Completion Option
(Does not apply to an Education Specialist intern program) Each intern program must make available to candidates who qualify for the option the opportunity to
choose an early program completion option, culminating in a five-year preliminary teaching credential.

- Intern Early Completion Option for Multiple and Single Subject Candidates
The Multiple Subject and Single Subject programs are located in the Division of Curriculum and Instruction and the Division office is located in KH C2097. The Education Specialist programs are located in the Division of Special Education and Counseling in the Charter College of Education. The Division office is located in KHC1064 (King Hall, C1064).

Charter College of Education
California State University, Los Angeles
5151 State University
Los Angeles, CA 90032-8144

Office for Student Services (Credentials), King Hall D2078
Agustin Cervantes, Director
323-343-4320

Dean’s Office, Charter College of Education, King Hall D2069
Dr. Cheryl Ney, Dean
323-343-4300

Associate Dean’s Office, King Hall D2070
Dr. Diane Fazzi, Associate Dean
323-343-4303

Division of Special Education & Counseling Office
Dr. Holly Menzies, Division Chair
323-343-4400
Dr. Mitch Fryling, Associate Chair
Jennifer Hua, Office Manager
Vicki Kim, Division Staff

Division of Curriculum & Instruction Office
Dr. Kimberly Persiani, Division Chair
323-343-4350
Dr. Adee Williams, Associate Chair
Michelle Torres, Office Manager
Mishan Montgomery, Division Staff
Special Education Program Faculty

Dr. Ya-Chih "Jilly" Chang  
Early Childhood Special Education Coordinator  
Office: KH A2042  
(323) 343-6154

Dr. Margaret Clark  
Mild/Moderate Advisor | Fieldwork Coordinator  
Office: KH A2052  
(323) 343-4409

Dr. Robin Dodds  
Early Childhood Special Education Advisor  
Office: KH B2022  
(323) 343-4408

Dr. Cheryl Kamei-Hannan  
Visual Impairments Coordinator  
Office: KH C1072H  
(323) 343-6297

MS Coordinator  
Moderate/Severe Coordinator  
Office: KH C1033  
(323) 343-4416

Clinical Rehabilitative Services: Orientation and Mobility Advisor  
Brenda Naimy  
Office: KH C1070  
(323) 343-4411

Mild/Moderate Coordinator  
Dr. Anna Osipova  
Office: KH C1072E  
(323) 343-4281

Mild/Moderate Advisor  
Dr. Leila Ricci  
Office: KH C1030  
(323) 343-4412

AUTISM Coordinator  
Dr. Jennifer Symon  
Office: KH C1036  
(323) 343-4429

Mild/Moderate Advisor/ Jt Doc Coordinator  
Dr. Lois Weinberg  
Office: KH C1065A  
(323) 343-4399

MCML Coordinator / Director, ULRN program  
Dr. Andrea Zetlin  
Office: KH C1072I  
(323) 343-4410
Curriculum & Instruction Program Faculty

Dr. Paula Arvedson (FERP)  
Transformative Teaching and STEM Learning in Urban Environment  
Office: KH A2032  
(323) 343-4358

Dr. Mario Castaneda  
Bilingual Authorization  
Office: KH C2055  
(310) 488-5220

Dr. Anna Chee  
Language, Literacy and Learning  
Office: KH A2028  
(323) 343-6167

Dr. John Eichinger (FERP)  
Curriculum & Teaching Elementary Science  
Office: KH A2048  
(323) 343-6150

Dr. Joan Fingon  
Literacy Education  
Office: KH A2030  
(323) 343-6163

Dr. Rebecca Joseph  
Secondary Teacher Education Credential Program  
Office: KH A2050  
(323) 343-4369

Jamie Marsh  
Literacy in the M.A. Option in Reading Program & Multiple and Single Subject Teacher Credential Programs  
Office: KH A2030  
(323) 343-6250

Dr. Jennifer McCormick  
Postsecondary Reading, Reading (Certificate) & Reading (M.A.)  
Office: KH A2027  
(323) 343-6267

Dr. Ambika Raj  
Storytelling, Creative Literacies and Literature, Curriculum and Instruction & Early Childhood/Primary Education  
Office: KH A3037  
(323) 343-6273

Dr. Christina Restrepo Nazar  
Science Education  
Office: KH A3050  
(323) 343-5824

Dr. John Shindler  
Principal Practice Curriculum in Urban Schools and Transformative Classroom  
Office: KH A2045
Dr. Sharon Ulanoff  
Bilingual Multi Cultural and Literacy Education  
Office : KH A3037  

Dr. A. Dee Williams  
Thesis, Urban Teacher Education  
Office : KH D2067  

Dr. KiMi Wilson  
Mathematics Education & Teaching STEM Early Childhood  
Office : KH C2058  

Dr. Gay Yuen (FERP)  
KH C2062
Program Overview

Welcome

We extend a warm welcome and congratulate you on your decision to pursue a teaching career. The Charter College at Cal State LA is committed to equity, professionalism, reflective practice and collaboration. We emphasize these values in your coursework, experiences in the field, and your interactions with faculty and staff. We want your time with us to be productive and fulfilling, so do not hesitate to reach out to your professors, Associate Chair, Chair, and the Director and staff in the Office of Student Services. If you have concerns or need assistance, we can help you resolve them.

Getting Started: MyCalStateLA & E-mail

To navigate the university and your credential program, you will need to access several systems to register for classes and view on-line grades (GET), obtain course information (Canvas), and use a Cal State LA email account and library materials (myCalStateLA). You will also need a valid student ID. Below are resources to help you in each area:

- **MyCalStateLA**: A MyCalStateLA account is a computer account that allows you access to campus network and resources, including e-mail and library databases that you will need access to for your graduate research. **All students in the program must obtain a MyCalStateLA account.** The MyCalStateLA account is automatically created when you set up your email account.

- **GET**: The Golden Eagle Territory (GET) is a self-service website designed for students. Access to GET can be found at: [https://get.calstatela.edu/](https://get.calstatela.edu/). You can also access GET through [My CSULA](https://my.csula.edu) portal.

- **Canvas**: This is the online course management system that faculty use to post class notes, syllabi, and resources. To use Canvas, you enter through your [My CSULA](https://my.csula.edu) portal.

- **Student ID (Golden Eagle) Card**: The Golden Eagle One Card is a multipurpose identification card with features that allow access to all university services. You can obtain your card by visiting the [Golden Eagle Service Center](https://www.csula.edu/goldeneagle) located at the first floor of the University Student Union, (323) 343-6800.
**Additional University Resources**

- **Office for Students with Disabilities:** Gonzalo Centeno, Director
  The Office of Students with Disabilities (OSD) provides services designed to make the educational and social experiences of students with disabilities as similar as possible to those of students without apparent disabilities. Students with verified permanent disabilities are provided appropriate disability-related services. For a complete listing of all services, go to OSD website, call (323) 343-3140; TDD (323) 343-3139; FAX (323) 343-6429, Email: OSD@calstatela.edu or visit the office at Administration 127.

- **Counseling Services:** The main goal of Cal State L.A. personal counseling services is to provide psychological services to assist students in becoming successful graduates of our University. Social or emotional concerns can sometimes interfere with effective functioning and academic performance. Problems in interpersonal relationships, juggling family responsibilities, illness, conflicts about sexuality, the effects of racism or sexism, feelings of inadequacy, depression and loneliness are issues we all encounter. Talking with a counselor in a confidential, interactive and non-judgmental atmosphere can aid self-understanding and resolution of personal issues. Psychiatric medication evaluations are available when needed. Personal Counseling services are offered at the Student Health Center at no cost to currently enrolled students. Appointments can be made by calling (323) 343-3302 or stopping by our reception desk. You can also check out the

**Charter College of Education Conceptual Framework**

**VISION STATEMENT**

The Charter College of Education (CCOE) is a learning community of faculty, administrators, staff, CCOE students, and community members that work collaboratively to ensure that all CCOE students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

**MISSION STATEMENT**

The CCOE mission is to develop in CCOE students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. CCOE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other educational specialists. Within an environment of shared governance, CCOE professional preparation programs utilize data-driven decision-making, technology-integrated instruction,
meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all CCOE students.

**CORE VALUES**

**EDUCATIONAL EQUITY:** We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse cultural, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone’s learning.

**PROFESSIONALISM:** We believe professionalism is mastery of the body of knowledge for one’s discipline and the demonstration of cultural, technological, ethical, and professional competencies. CCOE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

**REFLECTIVE PRACTICE:** We believe all CCOE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one’s practice in relation to school and/or community needs.

**COLLABORATION:** We believe that collaborations and partnerships among CCOE faculty and staff, CCOE students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholders’ needs and their interdependence, and we advocate that all CCOE professional preparation programs build collaborations and partnerships.

**Professional Standards**

The California on Teaching Credentialing has established Standards for the Teaching Profession. These standards are reviewed in your academic and professional courses; however, it is your responsibility to become knowledgeable about the standards and to understand fully how your professional plans and individual program of build upon these standards of practice. A complete description of the standards is available at [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf?sfvrsn=0](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf?sfvrsn=0)

Standard 1: Engaging and Supporting All Students in Learning
Standard 2: Creating and Maintaining Effective Environments for Student Learning
Standard 3: Understanding and Organizing Subject Matter for Student Learning
Standard 4: Planning Instruction and Designing Learning Experiences for All Students
Standard 5: Assessing Students for Learning
Standard 6: Developing as a Professional Educator
Financial Support

Students who demonstrate financial need and/or who excel in a certain area can apply for both college and division scholarships. Applications can be obtained through the Financial Aid office, and all students applying for scholarships must have applied through the Financial Aid office and qualified as a student needing financial assistance. For more information go to: http://www.calstatela.edu/univ/finaid/

There are several scholarships for students in credential programs as well as general scholarships open to all students. Information about scholarships is available from the Office of Student Services:
http://www.calstatela.edu/academic/ccoe/development/scholarships

- **C. Lamar Mayer Special Education Fund**
  The C. Lamar Mayer Special Education Fund candidate(s) must: (A) be a graduate student in special education; (B) have an advanced degree.

- **Fred S. Lull Scholarship**
  The Fred S. Lull Scholarship will be awarded to a Special Education student.

- **Glenn and Dorothy Dumke Fellowship**
  The Glenn and Dorothy Dumke Fellowship was established in memory of Dr. Glenn S. Dumke, Chancellor of the California State University.

- **Jaime and Elidia Sosapavon Graduate Student Scholarship**
  Preference is given to first generation college students, students pursuing a Bilingual Authorization or Certificate in addition to a master’s degree.

- **Joey Lopez Endowed Scholarship Fund**
  The Joey Lopez Endowed Scholarship Fund is to be awarded to a student pursuing a MA in Special Education with an option in Autism.

- **Lena & Dominic Longo Scholarship**
  The Lena & Dominic Longo Scholarship will be awarded to graduate students with preference given to those pursuing doctorates.

- **Mort Herz Scholarship**
  The Mort Herz Scholarship recipient must (a) be a graduate student in Special Education, (b) have an advanced degree and/or certification.

- **Nina Elloway Putnam Memorial Award**
  The Nina Elloway Putnam Memorial Award recipient must be a graduate student in Special Education.
• **O & M Program Fazzi Family Scholarship**
  The O & M Program Fazzi Family Scholarship is for a full time graduate student in the Special Education & Counseling Department majoring in Orientation & Mobility.

• **Special Education Teacher Scholarship**
  Entire award goes to one student currently active in the special education credential or master’s program.

• **Susan Beyer Nichols Fellowship**
  The Susan Beyer Nichols Fellowship is for a graduate Special Education major student: Preference to Early Childhood Special Education with a 3.0 or higher.

• **The Smith-Menzies Family Scholarship Endowment for Special Education Foundation and Advanced Studies**
  To provide funding for students enrolled in the mild/moderate credential program and/or Masters of Art in Special Education, option in mild/moderate disabilities.

• **Trixie Ann and Delwyn G. Schubert Fellowship in Reading**
  The Trixie Ann and Delwyn G. Schubert Fellowship in Reading fund is to be used to grant one or two scholarships yearly to a graduate student.
Admission
Criteria

University and Program Application Process

New incoming students who plan to enter a program for one of the teaching credentials must apply for admission to the university and the Charter College of Education Credential Program. Current Cal State LA students, who have at least Junior standing with a 2.67 overall GPA, are eligible to apply and enter the program, and must submit a supplemental Charter College of Education admission application. Credential candidates must attend a group advisement session prior to starting the program.

Effective January 5, 2015, all applicants for re-admission are required to follow a re-admission protocol and will need to participate in an interview for consideration. Please see Charter College of Education, Office for Student Services website for specifics.

Conditional Admission Requirements to the Preliminary Teaching Credential Program for Post Baccalaureate Multiple Subject, Single Subject and Education Specialist Credential Programs

Admission requirements are based on Title 5, California Code of Regulations, University regulations, and Charter College of Education (CCEO) policies. Requirements for conditional admission to The Education Specialist Credential programs include the following:

- Application to California State University, Los Angeles (CSU Apply)
  - **If you are an undergraduate student, you may skip this step. If you are a current post-baccalaureate student, please contact the Office for Student Services to determine whether this application is required.
- Minimum 2.75 GPA in the last 60 semester units or 90 quarter units of coursework
- CCOE application for admission
- CCOE Credential Application and Processing Fee
- Bachelor’s degree or higher from a regionally accredited college or university
- Official transcripts from all colleges attended
- Strong and supportive letters of recommendation, from either a professional or academic reference
- A well written and meaningful philosophy of education statement
- Verification of negative TB test taken within one year, by a personal physician or at Cal State LA Health Center.
• Valid Certificate of Clearance from the California Commission on Teacher Credentialing (CTC)
• Proof of completion or attempt of Basic Skills Requirement (BSR)

For admission without conditions, and in order to continue in the **multiple subject credential program**, students must satisfy the following criteria:

- Successful completion or attempt of Basic Skills Requirement (BSR).
- Met appropriate subject matter competency through examination or waiver
- Complete the following courses with a grade of “C” or better: COMM 1100, EDCI 4000, EDCI 4010, EDFN 4400, EDSP 4400
- Interview with and recommendation for admission to the teaching credential by the admission committee (if applicable).

For admission without conditions, and in order to continue in the **single subject credential program**, students must satisfy the following criteria:

- Successful completion or attempt of Basic Skills Requirement (BSR).
- Met appropriate subject matter competency through examination or waiver
- Complete the following courses with a grade of “C” or better: COMM 1100, EDCI 4000, EDFN 4131, EDFN 4400, EDSP 4400
- Interview with and recommendation for admission to the teaching credential by the admission committee (if applicable).

For admission without conditions, and in order to continue in the **education specialist credential program**, students must satisfy the following criteria:

- Successful completion or attempt of Basic Skills Requirement (BSR).
- Met appropriate subject matter competency through examination or waiver (this is not required for Early Childhood Special Education students)
- Completion of EDSP 4001 or equivalent, (with verification of completion of 45 hours of early field experience, signed and approved by the instructor) with a grade of “C” or better, or holding a valid California Teaching/Service credential
- Completion of EDSP 4000, or equivalent, with a grade of “C” or better
- Completion of successful oral interview and program planning sheet for each credential objective.
- Interview with and recommendation for admission to the teaching credential by the admission committee (if applicable).

**NOTE:** Students in Early Childhood Special Education program must have an undergraduate degree in Child Development or equivalent OR at least 9 semester units of Child Development coursework and experience with children under the age of five (as determined by faculty advisor).
Admission Requirements for Intern Credential Programs

- Bachelor’s degree from a regionally accredited college or university.
- Admission without conditions to the Education Specialist Credential program.
- Successful completion of Basic Skills Requirement (BSR).
- Verification of completion of POLS 1000, or an equivalent course, or the approved US Constitution exam.
- Employment or offer of employment by a school district with a partnership agreement with Cal State LA.
- Interview with and recommendation for admission by Division of Special Education and Counseling intern advisor.
- Successful completion of meeting Subject matter competency
- Successful completion of EDSP 4000, EDSP 4001, and EDSP 4010 or valid preliminary or clear Multiple Subjects or Single Subjects Credential. Note: early childhood special education (ECSE) candidates are not required to take a subject matter examination; ECSE candidates demonstrate subject matter competency through completion of a child development undergraduate major or equivalent and must complete EDSP 4000 and EDSP 4010.
- Application to the CTC (through the Charter College of Education Office for Student Services) for the intern credential.
Program Requirements

Academic Coursework

Each candidate receives an official program plan upon formal admission. Roadmaps for each program (Education Specialist in each option, Multiple Subject, and Single Subject) with a recommended sequence of courses are below. A grade of C or better is required in all credential courses and an overall GPA of 3.0 must be maintained. Candidates may not enroll in fieldwork without a GPA of 3.0 or better. Courses may not be repeated more than twice. Grades for a repeated course are averaged. Candidates are encouraged to meet regularly with their faculty advisor or an academic advisor in the Office of Student Services.

Education Specialist Programs

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Prerequisites to the Intern Program</th>
<th>EDSP 4000 - Foundations of Special Education (3)</th>
<th>EDSP 4001 - Observations in Urban Classrooms (1)</th>
<th>EDSP 4010 – Cognitive, Linguistic, and Literacy Processes in Individuals with Special Needs (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>EDSP 4030 – Behavior Supports, Social Skills, and Classroom Management (3)</td>
<td>EDSP 4020 – Assessment and Educational Planning for Students with Disabilities (3)</td>
<td>EDSP 4040 – Collaboration, Co-Teaching, and Consultation (3)</td>
<td>*EDSP 4950 – Intern Supervision Seminar (2)</td>
</tr>
<tr>
<td>Term 3</td>
<td>EDEL 4170 - Curriculum and Teaching of Elementary Mathematics (3)</td>
<td>EDSP 4050 – Instruction to Support Students with Disabilities in Core/English Language Arts (3)</td>
<td>**EDSP 4061 – Early Fieldwork in Inclusive Teaching (4) **</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>EDSP 4252 – Instructional Planning and Delivery for Students with Mild/Moderate Disabilities (3)</td>
<td>EDSP 4253 – Instruction, Assessment, and Curricular Supports in Mathematics, Science and Social Studies Mild/Moderate Disabilities (3)</td>
<td>EDIT 5100 – Using Educational and Assistive Technology (2)</td>
<td>*EDSP 4950 – Intern Supervision Seminar (2)</td>
</tr>
<tr>
<td>Term 5</td>
<td>EDSP 5257 Advanced Study of Literacy Problems &amp; Specialized Interventions for Students with Mild/Moderate Disabilities (3)</td>
<td>**EDSP 4091 Final Directed Teaching in Approved Candidate Teaching Assignment: Mild/Moderate Disabilities or EDSP 4071 Student Teaching **</td>
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<td></td>
</tr>
</tbody>
</table>

* To be taken if enrolled in the Intern Credential Program

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Prerequisites to the Intern Program</th>
<th>EDSP 4000 - Foundations of Special Education (3)</th>
<th>EDSP 4001 - Observations in Urban Classrooms (1)</th>
<th>EDSP 4010 – Cognitive, Linguistic, and Literacy Processes in Individuals with Special Needs (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>EDSP 4650 Medical Aspects of Visual Impairment and Blindness (2)</td>
<td>EDSP 4650L Functional Vision Assessment (1)</td>
<td>**EDSP 4061 – Early Fieldwork in Inclusive Teaching (4) **</td>
<td></td>
</tr>
</tbody>
</table>

* To be taken if enrolled in the Intern Credential Program
**EDSP 4660 Literary Braille Code for Individuals with Visual Impairments (3)**
**EDSP 4050 (3) Instruction to Support Students with Disabilities in Core/English Language Arts (3)**
* **EDSP 4950 – Intern Supervision Seminar (2)**

**Term 3**
EDSP 5660 Advanced Braille Codes for Individuals with Visual Impairments (3)
EDSP 5640 Academic Skills for Individuals with Visual Impairments (3)
EDSP 5680 Functional Skills from the Expanded Core Curriculum (2)
EDSP 5760 Seminar in Visual Impairment and Additional Disabilities (2)
* **EDSP 4950 – Intern Supervision Seminar (2)**

**Summer Session**
EDSP 5690 Technology for Individuals with Visual Impairments (3)

**Term 4**
EDSP 5670 Low Incidence Early Childhood Special Education (3)
EDSP 5661 Braille Competency Examination (1)
EDSP 4064 Early Fieldwork in Visual Impairment and Blindness (4) or EDSP 4084 (4)

**Term 5**
EDSP 4690 – Psychological, Sociological, and Vocational Implications of Visual Impairment (2)
EDSP 4094 Final Directed Teaching in Approved Candidate Teaching Assignment: Visual Impairment and Blindness or EDSP 4074 Student Teaching
* To be taken if enrolled in the Intern Credential Program

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**Roadmap for the Education Specialist in Early Childhood Education Program**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Prerequisites to the Intern Program</th>
<th>EDSP 4000 - Foundations of Special Education (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EDSP 4001 - Observations in Urban Classrooms (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDSP 4010 – Cognitive, Linguistic, and Literacy Processes in Individuals with Special Needs (3)</td>
</tr>
</tbody>
</table>

**Term 2**
EDSP 4030 – Behavior Supports, Social Skills, and Classroom Management (3)
EDSP 4160 – Working with Families of Young Children with Special Needs (3)
EDSP 5670 – Low Incidence Early Childhood Special Education (2)
* **EDSP 4950 – Intern Supervision Seminar (2)**

**Term 3**
EDSP 4141- Early Childhood Special Education Interventions Fieldwork (6)*
EDSP 4630 - Augmentative and Alternative Communication in Special Education (3)
EDSP 5160 – Medical and Behavioral Characteristics of Young Infants with Special Needs (3)

**Term 4**
EDSP 5140 – Assessment and Evaluation in Early Childhood Special Education (3)
EDSP 5886 – Educating Students with Autism Spectrum Disorders (3)
EDSP 4065 – Directed Teaching in Approved Teaching Assignment: Early Intervention (Birth-3) (4)* or EDSP 4085 Student Teaching

**Term 5**
EDSP 5170 – Advanced Issues in Early Childhood Special Education (3)
* **EDSP 4075 Student Teaching with a Master Teacher in Preschool Special Education OR EDSP 4095 Directed Teaching in Approved Teaching Assignment: Preschool Special Education**
* To be taken if enrolled in the Intern Credential Program

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**Roadmap for the Education Specialist in Moderate/Severe Disabilities Intern Program**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Prerequisites to the Intern Program</th>
<th>EDSP 4000 - Foundations of Special Education (3)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>EDSP 4001 - Observations in Urban Classrooms (1)</td>
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<td>EDSP 4010 – Cognitive, Linguistic, and Literacy Processes in Individuals with Special Needs (3)</td>
</tr>
</tbody>
</table>

**Term 2**
EDSP 4020 – Assessment and Educational Planning for Students with Disabilities (3)
EDSP 4030 – Behavior Supports, Social Skills, and Classroom Management (3)
EDSP 4040 – Collaboration, Co-Teaching, and Consultation (3)
* **EDSP 4950 – Intern Supervision Seminar (2)**

**Term 3**
EDSP 4050 – Instruction to Support Students with Disabilities in Core/English Language Arts (3)
### Roadmap for the Education Specialist in Physical and Health Impairments Program

#### Term 1
**Prerequisites to the Intern Program**
- EDSP 4000  - Foundations of Special Education (3)
- EDSP 4001  - Observations in Urban Classrooms (1)
- EDSP 4010  - Cognitive, Linguistic, and Literacy Processes in Individuals with Special Needs (3)

**Term 2**
- EDSP 4020  - Assessment and Educational Planning for Students with Disabilities (3)
- EDSP 4030  - Behavior Supports, Social Skills, and Classroom Management (3)
- EDSP 4050  - Instruction to Support Students with Disabilities in Core/English Language Arts (3)

*EDSP 4950 – Intern Supervision Seminar (2)*

**Term 3**
- EDSP 4630  - Implications of Physical and Health Impairments (3)
- EDSP 4620  - Understanding Physical, Health, and Multiple Disabilities (3)
- EDSP 4630  - Augmentative and Alternative Communication in Special Education (3)

*EDSP 4063  Early Fieldwork in Teaching: Physical and Health Impairments or EDSP 4083*

**Term 4**
- EDSP 4630  - Augmentative and Alternative Communication in Special Education (3)
- EDSP 4640  - Assessment and Curricular Adaptations for Students with Physical, Health, and Multiple Disabilities (3)
- EDSP 5610  - Essential and Functional Skills for Students with Physical, Health, and Multiple Disabilities (2)
- EDSP 5670  - Low Incidence Early Childhood Special Education (3)

*EDSP 4950 – Intern Supervision Seminar (2)*

**Term 5**
- EDEL 4170  - Curriculum and Teaching of Elementary Mathematics (3)
- EDSP 4073  - Final Directed Student Teaching with a Master Teacher: Mild Moderate Disabilities or EDSP 4093

* To be taken if enrolled in the Intern Credential Program

### Roadmap for the Orientation & Mobility Rehabilitative Services Credential (Fall Semester Start)

#### Term 1
- EDSP 4000  - Foundations of Special Education (3)
- EDSP 4706  - Observations in Orientation and Mobility (1)
- EDSP 4650  - Medical Aspects of Visual Impairments (2)
- EDSP 4750  - Basic Travel in O&M (3)
- EDSP 4751  - Advanced Travel in O&M (3)
- EDSP 5750  - Seminar in O&M (3)

**Winter Session**
- EDSP 5800  - Research Methods in Special Education (3u)

**Term 2**
- EDSP 4066  - Student Teaching with a Master Teacher: O&M (4)
- EDSP 4690  - Psychological, Sociological, and Vocational Implications of Blindness & Visual Impairment (2)
- EDSP 4760  - Instructional Strategies, Individualized Programming and Diversity in O&M (3)
- EDSP 5760  - Seminar in Visual Impairment and Additional Disabilities (2)
- EDSP 5801  - Problems and Practices in Special Education (3)

**Summer Session**
- EDSP 5036  - Fieldwork: O&M Internship (3u, 3u)
## Multiple Subject Program

### Roadmap for the Multiple Subject Program

<table>
<thead>
<tr>
<th>Term</th>
<th>Prerequisites to the Intern Program</th>
</tr>
</thead>
</table>
| 1     | EDCI 4000 – Transformative Teaching in Diverse Urban Classrooms (3)  
      | EDSE 4301 – Supporting Academic Language Development for English Learners (3)  
      | EDSP 4000 Foundations of Special Education (3)  
      | EDFN 4400 Schooling in a Diverse Urban Society (3)  
      | EDFN 4131 Introduction to Psychological Foundations of Education (3) |
| 2     | EDEL 4020 Introduction to Instructional Design, Assessment & Classroom Management Methods (3)  
      | EDFN 4130 Introduction to Psychological Foundations of Education (3)  
      | EDEL 4150 Curriculum and Teaching of Reading and Language Arts (3)  
      | EDEL 4170 Curriculum and Teaching of Elementary Mathematics (3) |
| 3     | EDEL 4180 Curriculum and Teaching of Elementary School Science (3)  
      | EDEL 4160 Curriculum and Teaching of Writing and Language Arts (3)  
      | EDEL 4190 Curriculum and Transformative Teaching of Social Science (3)  
      | EDCI 4450 edTPA (3) |
| 4     | EDEL 4880 Directed Teaching: Multiple Subject (7)  
      | OR EDEL 4890 Demonstration of Instructional Competencies (7)  
      | EDEL 4881 Reflection, Synthesis and Assessment of Directed Teaching (3)  
      | EDCI 4560 edTPA (3) |

## Single Subject Program

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      | EDFN 4400 Schooling in a Diverse Urban Society (3)  
      | EDSP 4000 Foundations of Special Education (3)  
      | EDFN 4131 Introduction to Psychological Foundations of Education (3) |
| 2     | EDSE 5000 Transformative Classroom Instruction and Management (3)  
      | EDSE 5101 Research on Characteristics and Needs of Urban Secondary Schools, Families, and Students (3)  
      | EDSE 4502 Understanding Academic Language Development (3) |
| 3     | EDSE 4212 Instructional Methods for Secondary School Subjects (3)  
      | EDCI 4292 21st Century Assessment Strategies and Processes (3)  
      | EDCI 4550 edTPA (3)  
      | *EDCI 4881 Support Supervision in Field Experiences |
| 4     | EDSE 5002 - Advanced Secondary Instructional & Management Strategies (3)  
      | EDSE 4453 - Directed Teaching in Secondary Schools (7)  
      | OR EDSE 4890 - Demonstration of Instructional Competencies (7)  
      | EDSE 4463 - Proseminar: Assessment of Teaching Performance (3)  
      | EDCI 4560 – edTPA (3) |

* To be taken if enrolled in the Intern Credential Program
# Fast Track Options in Multiple and Single Subject

## Multiple Subject Fast Track Option

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EDCI 4010 English Language Development (3)  
EDFN 4400 Schooling in a Diverse Urban Society (3)  
EDFN 4131 Introduction to Psychological Foundations of Education (3)  
EDSP 4000 Foundations of Special Education (3) |
| Term 2 | EDEL 4020 Introduction to Instructional Design, Assessment & Classroom Management Methods (3)  
EDEL 4150 Curriculum and Teaching of Reading and Language Arts (3)  
EDEL 4160 Curriculum and Teaching of Writing and Language Arts (3)  
EDEL 4170 Curriculum and Teaching of Elementary Mathematics (3)  
EDEL 4180 Curriculum and Teaching of Elementary School Science (3)  
EDCI 4450 edTPA (3) |
| Term 3 | EDEL 4190 Curriculum and Transformative Teaching of Social Science (3)  
EDEL 4880 Directed Teaching: Multiple Subject (7)  
OR EDEL 4890 Demonstration of Instructional Competencies (7)  
EDEL 4881 Reflection, Synthesis and Assessment of Directed Teaching (3)  
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## Single Subject Fast Track Option

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EDSP 4000 - Foundations of Special Education (3) |
| Term 2 | EDSE 5000 - Transformative Classroom Instruction and Management (3)  
EDSE 5101 - Research on Characteristics and Needs of Urban Secondary Schools, Families, and Students (3)  
EDSE 4502 - EDSE 4502 Understanding Academic Language Development (3)  
EDCI 4292 - 21st Century Assessment Strategies and Processes (3)  
EDSE 4212 - Instructional Methods for Secondary School Subjects (3)  
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or EDSE 4890 - Demonstration of Instructional Competencies (7)  
EDSE 4463 - Proseminar: Assessment of Teaching Performance (3)  
EDCI 4560 – edTPA (3)  
EDSE 5002 - Advanced Secondary Instructional & Management Strategies (3) |
Intern Early Completion Option for Multiple and Single Subject Candidates

Interns who have met the following requirements have the option of early completion of their preliminary credential:

(a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:

- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
- Techniques to address learning differences, including working with students with special needs
- Techniques to address working with English learners to provide access to the curriculum
- Reading instruction in accordance with state standards
- Assessment of student progress based on the state content and performance standards
- Classroom management techniques
- Methods of teaching the subject fields

(b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.

(c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).

(d) Meet the requirements for teacher fitness.

If you meet the above requirements, meet with Ms. Jennifer Revilla (Office of Student Services) to apply for the Early Completion option.
Fieldwork Experiences

Each credential program provides a series of fieldwork experiences that begins with observations in classrooms, includes a comprehensive series of clinical signature assignments, and finishes with extended time in PK-12 classrooms taking on independent responsibility for teaching while under the supervision of an experienced teacher or administrator. This range provides a developmental sequence of experiences that allow candidates to move from novice to experienced practitioners, and ready to confidently teach in their own classrooms by the time they have earned a preliminary credential.

Professional Conduct in Fieldwork Experiences

Candidates must conduct themselves professionally when at their fieldwork placements and when engaging with K-12 students, their parents, the Mentor teacher, the site administrator, and other school personnel. Be sure to:

- Dress appropriately. Most school districts have expectations that teachers dress professionally. You will be expected to adhere to the dress policy at your assigned school. Clothing should be clean, neat, and appropriate to your stature as a professional.
- Be punctual. If you must be late or absent, it is your responsibility to promptly notify the school site office, Mentor Teacher, and University Supervisor. If you are expected to carry out a specific responsibility in a class, you must also be sure that your Mentor Teacher has your lesson plans. Excessive late arrivals or absences can result in a determination of unsatisfactory performance and unprofessional conduct.
- Do not discuss confidential information in non-professional settings. Never, under any circumstance, post information about your students, Mentor Teacher, or school site in any form of social media. Do not publish student photos.
- Contact parents and confer with them only with the full knowledge and agreement of your Mentor Teacher.
- Accept critical feedback as it offered with the expectation that performance will be improved through efforts to understand and address the feedback.
- Remain in the school each day as long as necessary to fulfill professional responsibilities.
- If you borrow any material from your placement school, be certain to return it as soon as possible.
- Plan all lessons in advance and make them available to your Mentor Teacher and University Supervisor.
- Attend faculty staff meetings, if appropriate, and assist in extracurricular activities when time and opportunity allow.
Role of the Mentor Teacher and University Supervisor

Mentor Teacher

The role of the master teacher is to supervise, coach, and evaluate the student teacher as he/she develops mastery of the teaching competencies. The mentor teacher provides a structured experience while gradually transferring full responsibility for students’ learning to the candidate. The development of credential candidates is dependent on the expertise and collaboration of the school partners who so generously provide quality placements for our candidates.

Criteria for Mentor Teachers

- a minimum of three years of successful teaching experience as defined by the site administrator and district,
- a preliminary credential in the credential area the candidate is pursuing
- holds a Clear credential,
- a master’s degree (preferred but not required),
- effective team member who understands and accepts the collaboration necessary for high quality supervision of student teachers.

Responsibilities of the Mentor Teacher (or Site Administrator for Interns)

- Introducing candidate to administration, staff, and colleagues; orienting candidate to school activities and culture.
- Providing a suitable workspace for candidate in the classroom.
- Establishing planning time with the candidate.
- Sharing with candidate the use of student assessment data to inform instructional practices. Modeling effective teaching and management strategies.
- Helping candidate make connections between course assignments, classroom practice, and student learning. (Candidate is responsible for letting the SSTP know, in a timely manner, about course assignments that involve the classroom placement.)
- Providing candidates multiple and varied opportunities to teach.
- Guiding candidates to develop lesson plans using evidenced-based instruction.
- Conducting observations and giving candidate clear written and verbal feedback with suggestions for developing his/her teaching.
- Discussing with the candidate how to make curricula accessible to all students and meet the needs of diverse learners.
- Providing a classroom that supports a diverse, democratic, and socially responsible environment.
University Supervisor

The University Supervisor promotes close and continuing contact for instruction and guidance of credential candidates and make every attempt to be consistent, supportive, and objective. The university supervisor will:

- Attend scheduled student teaching seminars and debrief with candidates about their progress in demonstrating required competencies for fieldwork
- Observe lessons and hold brief post-observation conferences
- Provide written feedback for each observation
- Support the Mentor Teacher in directing classroom activities, planning, selection of instructional strategies and materials, management, and other tasks.
- Serve as a resource for the candidate and Mentor Teacher
- Schedule a conference with the Master Teacher, Program Coordinator, and candidate as quickly as possible to develop specific plans for improvement if problems arise including those related to educator dispositions and competency for teaching
- Assist Mentor Teachers in further development of their supervisory responsibilities, if requested.

Special Education Fieldwork

The Commission on Teacher Credentialing specifies that candidates have structured experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization.

Each of the Education Specialist programs offer a series of sequential and developmental fieldwork experiences designed to introduce candidates to the teaching competencies, provide them with practice, and by the end of the program, require candidates to independently take charge of classroom instruction.

The first fieldwork requirement is located in EDSP 4001 Observations in Urban Classrooms. Candidates conduct 45 hours of classroom observations and engage in reflective practice over what they have observed, using the readings in the course to extend their understanding of how classrooms are organized and how students learn.

Each option has a series of Clinical Signature Assignments (CSA) that provide extensive practice with mastering specific skills while working with individual students. For example, candidates in the mild/moderate option administer both norm-referenced and curriculum based assessments to determine as student’s present level of performance
and make recommendations for specialized instruction. This CSA also offers an opportunity to deepen and refine their knowledge of critical concepts in assessment such as validity, reliability, and the ability to accurately interpret assessment results.

All candidates take an early practicum course where they plan and deliver lessons to local K-12 students under the close direction of a university supervisor. These early practicum opportunities prepare candidates for advanced coursework and their Final Directed Teaching or Demonstration of Competencies which are the culminating experience for each option.

**Education Specialist Fieldwork Procedures**

1. All candidates conducting fieldwork must submit verification of a current Certificate of Clearance, subject matter competence and basic skills (CBEST and CSET depending on option), a current TB test, and a Site Administrator Approval (if completing fieldwork as an intern). An application for a permit for fieldwork courses is available on Canvas on Division’s site: Special Education Programs Information and Resources. The applications for a permit are due December 1st (for Spring fieldwork) and May 20th (for Fall fieldwork). All supporting documents must be submitted before your application will be evaluated. Once the Office of Student Services has determined your eligibility to conduct fieldwork, a permit will be placed so you can register for the fieldwork course. Permits are typically entered a week before classes begin (late January and early August).

2. Candidates are assigned a university supervisor and a placement with a mentor teacher a week before the semester begins. Candidates are required to attend a Friday seminar with their university supervisor. Seminar dates and times are posted on Canvas. Once you are provided with your Mentor teacher’s contact information, plan an initial visit to meet the teacher and become familiar with the school site.

3. As a holder of a credential, certificate, or permit which authorizes you to work with, observe, or have knowledge of children as part of your official duties, you are required to report every instance of child abuse which becomes known to you or which you reasonably suspect to have occurred to a child with whom you have professional contact. You must report your observations to a Child Protective Agency immediately, or as soon as practicably possible, by telephone and send a written report to the Child Protective Agency within 36 hours after you become aware of the incident.

**Multiple and Single Subject Fieldwork**

The Commission on Teacher Credentialing specifies that candidates have structured fieldwork experiences throughout their general education credential programs.
Fieldwork experience is provided in four of the methods courses throughout the MS and SS programs. Fieldwork opportunities give students a chance to work in schools for 1 hour per week to explore, examine, implement and practice the technical components for teaching subject-specific content in urban schools (e.g. design and deliver lessons that account for student needs and interests, explore differentiated instruction, Universal Design for Learning [UDL], Multi-tiered System of Supports [MTTS]).

Because the fieldwork activities and assignments are embedded into four of the methods courses throughout the MS and SS programs, candidates do not sign up for fieldwork as it is part of the course. Students are cleared for fieldwork once they have been formally admitted into the program after completing the prerequisites semester.

**Single Subject:**

EDSE 4212_ Instructional Methods for Secondary School Subjects  
EDSE 4301 - Supporting Academic Language Development for English Learners  
EDSE 4502 - Understanding Academic Language Development  
EDSE 5000 Transformative Classroom Instruction and Management

**Multiple Subject:**

EDEL 4150 Curriculum and Teaching of Reading and Language Arts  
EDEL 4160 Curriculum and Teaching of Writing and Language Arts  
EDEL 4170 Curriculum and Teaching of Elementary Mathematics  
EDEL 4180 Curriculum and Teaching of Elementary School Science

The Student Learning Outcomes (SLOs) for the fieldwork experience upon completion of this course, students will be able to:

SLO 1 – Explore and discuss their personal history as it relates to culture, educational experiences, values, and assumptions of those they might teach.  
SLO 2 – Articulate their personal learning/cognitive style and explain how they will use that knowledge in making decisions within the classroom.  
SLO 3 – Identify practices based on various salient taxonomies including current teaching and learning frameworks, the concept of those practices that promote a “success” or “failure” psychology  
SLO 4 – Build a vision for himself/herself as a transformative educator that includes the application of skills, knowledge and dispositions.  
SLO 5 – Describe urban students including basic developmental, learning and achievement psychology, and apply their perspective to their observational analysis and vision.
SLO 6 – Discuss how the learning environment must be based on relevant state and national laws; propose an appropriate learning environment for learners with special needs.
Applying for a Credential

Once candidates have completed all coursework and credential requirements or are enrolled in their final fieldwork, they apply for their Preliminary credential. The Office for Student Services (OSS) reviews candidates’ applications and recommends for the preliminary credential if all requirements have been met. The procedure for applying for the Clear credential is the same, although the program requirements are different (see the Teacher Education Induction Handbook for additional information.)

- The first step in applying is to fill out the Credential Evaluation and Processing form available on the OSS webpage for the specific credential you are seeking.
- Type all the information on the form (handwritten forms will not be accepted).
- Attach photocopies of all required documents to the credential evaluation and processing forms.
- Originals of Verification of Experience and copies of examinations are required.
- Submit completed form and attached requirements in person to the Office for Student Services, located in KH D2078
- FAX/E-mailed applications will not be accepted.
- If you have any outstanding requirements once an evaluation is completed, you will be sent a deficiency letter indicating the outstanding requirement(s). All credential requirements must be met by the end of the semester you have applied for.
- OSS Office - Once all requirements have been met and verified, your application and University recommendation will be electronically sent to the California Commission on Teacher Credentialing (CTC).
- The CTC will email instructions to the email recorded on your CTC account to enable you to complete your portion of the credential application processing. CTC requires a credit/debit card to pay for processing fees. Be sure to use a personal email account that you check regularly.
- The CTC will send the following instructions:
  - Go online and type in (or click) the following web address to complete your program’s recommendation – www.ctc.ca.gov
  - Click on: Complete Your Program’s Recommendation.
  - You can no longer log in with your SSN and date of birth. You must be a registered user to access the CTC online system. Register your User ID by clicking the “Create Educator Account” link.
  - Follow the instructions and enter all additional information (response to Character and Identification Clearance questions, address, credit card number, etc.)
  - When all the necessary information has been completed; a Confirmation Page will be displayed. You should print out the Confirmation Page as a receipt.
The CCTC will review your credential recommendation and send you notification via e-mail within ten business days.
Grievance Procedures

The university has a formal process in place to facilitate grievances students may have about grades or their interactions with faculty and staff. Detailed information about grieving grades and other issues is located in the University Catalog. In addition to contacting the Chairs of the Division of Special Education & Counseling or the Division of Curriculum & Instruction for assistance (see contact information at the beginning of this handbook), the Office of the Dean of Students is available to assist students.

Grade Grievances

It is presumed that the assignment of final course grades and other academic decisions result from consistent, fair, and equitable application of clearly articulated standards and procedures. Students appealing such decisions must demonstrate that the standards and procedures were not clearly stated or that they were not applied in a consistent, fair and equitable manner. An appeal may not be based on a disagreement with the standards and procedures themselves. Further, an instructor’s evaluation of a student’s work and performance in that instructor’s course must not be over-ridden merely because of a difference of opinion or evaluative judgment, provided it is formed in accordance with the generally accepted canons of the relevant discipline and of the University and the Department/Division/School wherein said course is offered. An appeal may be initiated only on a claim that the decision/final grade was based on:

(1) Clerical error;
(2) Capricious or prejudicial evaluation;
(3) Inconsistent or inequitably applied standards for evaluation; or
(4) A finding of academic dishonesty that the student disputes.

The burden of proof in the appeal of a grade or other academic decision is on the student. In every appeal, the student must present evidence that the grade/decision being appealed was based on one of the first three conditions articulated above, or (in the case of the fourth possible basis), evidence that the allegation of academic dishonesty was not warranted.

A student may appeal a final course grade or a grade on a Comprehensive Examination or a project (e.g., art exhibition) or thesis required for graduation. Students who believe that individual exams and/or assignments demonstrate evidence of prejudicial, capricious, or arbitrary grading may appeal the grade assigned in individual assignments only insofar as those grades had direct bearing on the final grade. In every
case, the student must attempt to resolve a grade dispute informally before filing a formal Grade Appeal.

Students may also appeal other types of academic decisions. These include, but are not limited to: the decision to refuse admission to or to disqualify a matriculated student from a major or program; academic consequences (in addition to course grades) that result from accusations of academic dishonesty; and academic probation, suspension, or disqualification.

Before a student may initiate a formal Grade Appeal based on a clerical error, capricious or prejudicial evaluation, inconsistent or inequitably applied evaluation standards, he or she must attempt to resolve the issue informally. All other Academic appeals, including findings of academic dishonesty, shall proceed immediately to the Formal Appeal Process, outlined in Section B, below.

**Informal Process**

Students who believe that they have a basis for a grade appeal (as outlined in Section II) should notify the course instructor in writing, within twenty (20) days of the beginning of the term (excluding summer) immediately following the formal posting of the grade. If the instructor is not responsive or is unavailable to respond to a student’s good faith efforts to contact him/her, the student should contact the department/division chair or school director (hereafter the chair) in which the course was offered. In the event that the instructor is not available to discuss informal resolution of the Grade Dispute with the student even with the intervention of the chair, the Formal Appeal process may be initiated.

If the student and instructor are not able to resolve the problem to the satisfaction of both parties, the student should discuss the assigned grade with the chair or other appropriate supervisor. This discussion is a prerequisite to proceeding to the Formal Appeal Process. However, if the chair is the instructor against whom the student wishes to file the Grade Appeal, the student may bypass this step of the informal resolution process and either request mediation by the college dean or proceed directly to the Formal Appeal Process.

The chair shall reasonably attempt to facilitate a resolution to the grade dispute. The involved parties are strongly encouraged to participate and cooperate with the chair’s attempt to resolve the dispute. The chair may consult an appropriate department/division/school committee to hear Grade Appeals or other Academic Grievances. This department/division/school committee shall recommend a resolution to the chair, who will share this information with the student and the instructor.
If the grade dispute cannot be informally resolved within the department/division/school, any of parties may request mediation from the dean or designee.

If the grade dispute is informally resolved to the mutual satisfaction of the two parties and the resolution is that the final course grade is to be changed, the instructor shall complete a Change of Grade form within three (3) academic days of resolving the matter. No further action under this policy need be taken. If the grade dispute cannot be informally resolved or is not completed by the end of the term during which it was initiated, the student may elect to proceed to the formal grade appeal process.

**Formal Appeal Process**

A formal appeal of a course grade or other academic decision must be initiated no later than the end of the academic term (excluding summer) following formal notification to the student of the decision or grade. For the purposes of this policy, the posting of course grades constitutes formal notification to students of course grades. For all other decisions, formal notification will normally be in the form of written correspondence from the appropriate university, college, or department/division/school authority.

A formal appeal is to be filed in the office of the Provost and Vice President for Academic Affairs (hereafter, the Provost). A formal appeal must include (1) the Academic Grievance Appeal Form (2) a copy of the grade report (for grade appeals) or notification of the decision being appealed (for all other academic appeals); (3) a written statement clearly presenting the basis for the appeal; and (4) any documentation that supports the appeal (such as the course syllabus, exams, papers, assignments, or other corroborating documents).

The University Academic Appeals Board shall review all appeals. The Board shall determine, within twenty (20) days of receipt of the written request, whether or not the grievance or appeal warrants further review. If the Board determines that the case does not warrant further review, the Board shall notify the student of this decision, in writing. With the exception of appeals as described in Section V, below, this decision shall be final and binding.

If the Board determines that a hearing is warranted, the chair of the Board shall notify, in writing, both the student and the respondent of this determination; notice to the respondent shall invite a written response prior to the date of the hearing. When the appeal concerns a course grade, the respondent shall be the instructor of record for the course. When an appeal concerns the grade on a comprehensive exam or a thesis or project, the respondent shall be the chair of the exam, thesis, or project committee. For all other academic appeals, the Respondent shall be the person upon whose authority the decision was rendered (e.g., the chair if the decision was to disqualify the appellant from the program or major). In the event that an instructor is not available to
participate in the formal process, the department/division chair or school director shall appoint another instructor whose area of expertise most closely approximates that of the instructor of record (and/or that most closely matches the material covered in the course), to represent the interests of the instructor of record. Where the respondent is not clearly identified, the dean of the college or the Provost shall designate the appropriate party to respond on behalf of the college or the University, respectively.

The notification shall specify the proposed date and time of the hearing and shall invite both parties to appear at that time, if they wish to present testimony or further evidence not already included in the written record. The Board shall appoint, from among its membership, a Hearing Committee consisting of two faculty members and one student member (if the student appellant has authorized student participation in the hearing). In no case shall a member of a hearing committee be from the same department/division/school from which the appeal originated.

The Hearing Committee shall convene and, if necessary, hold any hearing(s) within twenty (20) days of the determination that a hearing is warranted. The committee shall consider the documentation submitted by the appellant, as well as any written response submitted by the respondent. The committee may call witnesses before them, if they determine that such witnesses could provide relevant information not available in the written documents before them. If a student is given a hearing before the committee, the respondent must also be offered the opportunity to be heard by the committee.

Although in grade appeals the presumption is that the assigned grade is correct, should the Hearing Committee find (after conducting a hearing) that the evidence indicates otherwise, the Hearing Committee may determine that the grade should be changed. Similarly, the presumption is that the academic decisions are made fairly, equitably, and in good faith; however, should the evidence indicate otherwise (after a hearing has been conducted), the Hearing Committee may determine that a decision should be reversed. In all cases, the Appeal Board’s authority (as well as that of convened Hearing Committees) is limited to actions consistent with the policies of the California State University system and those of California State University, Los Angeles.

The Hearing Committee’s deliberations and decision(s) in Academic Appeals shall be limited to the following issues: (1) whether, in fact, the evidence presented establishes that the grade assigned or the academic decision in question was erroneous, capricious, or prejudicial, or involved the inconsistent or inequitable application of standards for evaluation; and if it is judged that the evidence does establish that one of these conditions was operative, (2) the appropriate academic remedy.

Student members of the Hearing Committee shall be limited to discussion of (1). Only faculty members of the committee shall establish the answer to (2). In every case, the committee’s decision shall be bound by any other relevant campus or CSU system policies.
The Hearing Committee shall deliberate on the case and issue a finding within ten (10) days of the conclusion of the hearing(s) related to the case. The Hearing Committee’s decision shall be formalized in writing and addressed to the appellant, with copies to the respondent, the college dean, and the Provost (or designee, as the executive secretary of the Academic Appeals Board), and shall include a summary of their findings, the final decision, and the reason(s) for this decision. A copy of the Hearing Committee’s findings shall be placed in a file in the Provost’s office. At the subsequent meeting of the Academic Appeals Board, the executive secretary shall report on all matters resolved by the Hearing Committee(s) convened since the previous meeting.

In the event that the Hearing Committee finds in the appellant’s favor, the Provost or designee shall ensure that within ten (10) academic days of receipt of the committee’s finding a Change of Grade form is completed or other remedy initiated. In cases in which the instructor of record of a course refuses to sign the change of grade form, the college dean shall complete the form in his/her place.

**Other Grievances**

**Step One – Talking to the Person with Whom You Have a Grievance**

Before commencing any formal proceedings under the Student Grievance Process, a student should normally attempt to discuss with the named employee the student’s concerns or complaints about the named employee’s conduct. This may not be possible in all cases, particularly if the student believes that he/she is or will be the victim of discrimination, harassment, or retaliation. Barring these concerns, however, the student should make the effort to speak to the named employee.

A student is not required to discuss his/her grievance with the named employee and may proceed directly to step two. However, the panel may consider unwarranted avoidance of the named employee in evaluating the credibility of the student’s grievance and the severity of the named employee’s conduct.

**Step Two - Discussion with Appropriate Supervisor (for candidates in the credential programs, this is the Division Chairperson.)**

If the grievance is not resolved at step one, the student should discuss it with the appropriate supervisor. This discussion is a prerequisite to preceding to steps three and four. The appropriate supervisor’s role at this stage is that of mediator. The appropriate supervisor shall reasonably attempt to mediate a resolution to the grievance. This stage of the grievance process shall be considered informal and the involved parties are strongly encouraged to participate and cooperate with the appropriate supervisor’s attempt to resolve the dispute. If the named employee is a unit three employee, the supervisor may consult an appropriate department/division/school committee that has
been designated by the department/division/school to hear student grievances. This department/division/school committee shall recommend a resolution to the supervisor who will share this information with the student and the employee. If the appropriate supervisor or named employee believes that the student did not reasonably attempt to resolve the grievance, the panel may consider this in evaluating the credibility of the student’s grievance and the severity of the named employee’s conduct. If the appropriate supervisor is the named employee against whom the student has grieved, the student may bypass step two and proceed directly to step three.

Step Three - Discussion with the Appropriate Administrator (for candidates in the credential programs, this is the Associate Dean.)

If the grievance is not resolved at step two, the student should discuss it with the appropriate administrator. This discussion is a prerequisite to proceeding to step four. The appropriate administrator shall reasonably attempt to mediate a solution to the grievance. If the appropriate administrator believes that the student or named employee did not reasonably attempt to resolve the grievance, the panel may consider this in evaluating the credibility of the student’s grievance and the severity of the named employee’s conduct.

Step Four - Presenting Grievance to the Committee

Within one hundred days of the event/action (or the last date of a related series of events/actions) upon which the grievance is based, a student must complete an approved grievance form and present it to the coordinator if he/she desires formal review of the grievance, notwithstanding any action taken by the appropriate administrator. If the student and the appropriate administrator had entered an extension of time in writing permitting the first three levels of the grievance process to be completed in more than ninety days, then this deadline for completing an approved grievance form shall be automatically extended by the same number of days as set forth in the extension document. The student shall have first completed the informal processes, in a time and manner that will permit the timely filing of the grievance form.

The coordinator shall assist the student in submitting allegations and identifying physical evidence and witnesses on the grievance form. The coordinator shall determine whether findings have been made as to facts alleged in the grievance through another investigation process and obtain a copy of such findings if they exist and are not confidential.

Within five business days of receiving a grievance, the coordinator shall select a panel from the committee and notify the student, in writing, that he/she has received the grievance and that the panel has been formed. The names of the panel members shall be provided in the notice. A copy of this policy and procedure shall also be included with the notice.
Within five business days of receiving the response from the named employee, the coordinator shall give a copy of the response to the student.

**Dismissal from a Program**

Once formally admitted to a credential program, your instructors and advisors make every effort to support your success. If at any time you find yourself struggling to meet program requirements it is critical that you speak to a program advisor to plan strategies for success. Please keep in mind decisions are based on your actual performance and not based on intent. For instance, if you fail to obtain a grade of “C” or better in a required course, you must re-take that course, without exception. Further, you will not be approved for an internship until you have passed all required coursework with a grade of “C” or better. You may have very good reasons for demonstrating less than acceptable performance, but support will come in the form of providing time and opportunities for remediation.

Recommendation for dismissal from the program may be discussed and appropriate actions may be warranted if a student repeatedly fails to demonstrate competency in meeting the knowledge, skills, and/or dispositions for the school psychology profession. For example, if a student does not pass a class with a grade of “C” or better after two attempts (i.e., taking the course two different times), is dismissed from two different practicum or internship sites, or fails to exhibit appropriate teaching dispositions (e.g. professionalism, exhibiting kindness and respect for children and colleagues), a candidate may be dismissed from the program. In such cases, the faculty and program coordinator comply with all university and college policies and procedures regarding recommendation of dismissal from a program, and the student is advised of his/her right to due process. This includes the student’s right to come before the CCOE Student Development Committee for review. Information on the policies and procedures of dismissal from the program, including a student’s rights to due process, can be obtained from the Dean’s Office, 323-343-4300, located in King Hall D2070.
FAQs

What is the difference between a Preliminary Credential and Clear Credential?

All teaching credentials in California are obtained through a two-level process, beginning with the preliminary credential and resulting in the clear credential.

A Preliminary Credential is the first document issued after an individual has met basic credential requirements. The Clear credential is issued once all credential requirements have been completed.

Completion of Cal State LA's teacher preparation program will lead to the preliminary credential that authorizes the individual to teach or provide services in California's public schools.

The preliminary credential is issued for a maximum of five years. If requirements for the clear credential are not completed before the expiration of the preliminary, the holder will be unable to teach in California's public schools with that credential until those requirements are met and the document renewed.

How do you clear a credential?

There are two options to complete induction:

Option 1: Complete an induction program sponsored by, or in partnership with, the employing district or county office of education.

Option 1: Complete an Induction program that is offered by a college or university. Cal State LA has a CTC approved induction program. Contact Dr. Loretta Tatum (ltatum@calstatela.edu), the Induction Coordinator, for information.

How does a preliminary Education Specialist Credential candidate demonstrate subject-matter competence?

An individual may pass the examination for the multiple subject or single subject areas of art, English, foreign language, mathematics including foundational-level mathematics, music, science, including foundational-level and specialized science, and social science. In addition, an individual may complete an approved subject-matter program in the single subject areas.
Individuals applying for an Early Childhood Education Specialist are not required to complete the subject-matter competence requirement.

I am interested in the Intern program, but am not currently employed by a school district or non-public school. Am I eligible to apply for the program?

There are a number of requirements that you must meet to be eligible for the intern program. One requirement is that you have an offer of employment in a special education assignment in the area in which you are seeking a credential. You may begin the application process and receive conditional acceptance to the Intern Program, contingent upon your securing a job in your field.

A school district has expressed interest in hiring me as an intern. What are my next steps?

See application page for the University and Charter College of Education applications. To apply for the Intern program, make an appointment to meet with Jennifer Revilla in the CCOE Advisement Center (323) 343-4320.

What happens after I turn in my intern credential application?

CCOE Student Services processes your Intern credential application and then submits it to the Commission on Teacher Credentialing (CTC). When CTC has fully processed your application, you will receive an email from CTC requesting that you pay the fee for the intern credential. You can pay CTC directly by credit or debit card. Your intern credential will be available online from CTC when it has been approved. You can check the CTC website for updates on the status of the review process. It usually takes between 2 and 4 weeks.

I have a B.A. Degree and have passed the CBEST and CSET exams. Am I eligible to enter the intern program once I have a job offer?

There are other requirements including:
- U.S. Constitution course (or equivalent exam)
- Minimum GPA of 2.75 in last 90 quarter units of coursework
- Passing grades in pre-requisite courses EDSP 4001: Observations in Urban Classrooms, and EDSP 4000: Foundations of Special Education, or Multiple or Single Subjects credential; Interview with Jennifer Revilla or Abril Trasvina (KHD2078)

What does it mean to be "No Child Left Behind" (NCLB) compliant? How do I meet this requirement?
NCLB compliant means that you have demonstrated subject matter competence.

You demonstrate subject matter competence by taking the CSET multiple or single subjects exam or by completing 32 semester units in a CTC approved program in one of the core subject areas.

**I have been teaching in general education with a multiple subject credential for over five years and want to become an Education Specialist intern. Do I need to take the CSET?**

If you received your preliminary multiple subject credential before the CSET was required (in 2003), you do not need to take the CSET.

**What are the options in the Education Specialist credential?**

The CCOE offers 5 different areas of specialization in special education. Each credential authorization specifies the subject matter and settings where the individual is eligible to teach. All programs include Autism and English Language Learner Authorization.

- **Mild/Moderate Disabilities** authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of specific learning disabilities, mild/moderate intellectual disabilities, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available.

- **Moderate/Severe Disabilities** authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of autism, moderate/severe intellectual disabilities, deaf-blind, emotional disturbance, and multiple disabilities, in kindergarten, grades 1 through 12 to age 22, and classes organized primarily for adults in services across the continuum of program options available.

- **Early Childhood Special Education** authorizes the holder to conduct assessments, provide instruction, and special education related services to children from birth through pre-kindergarten, with a primary disability of specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe intellectual disabilities, deaf-blindness, serious emotional disturbance, and multiple disabilities in services across the continuum of program options available.

- **Physical and Health Impairments** authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a
primary disability of orthopedic impairment, other health impairment, multiple 
disabilities, traumatic brain injury, and autism spectrum disorders within the 
disability area, from birth through to age 22, and classes organized primarily for 
adults in services across the continuum of program options available.

- Visual Impairments authorizes the holder to conduct assessments, provide 
  instruction, and special education related services to individuals with a primary 
disability of visual impairment including blind, deaf-blind, and autism spectrum 
disorders within the disability area, from birth through age 22, and classes 
organized primarily for adults in services across the continuum of program 
opptions available.

- Clinical Rehabilitative Services Credential in Orientation and Mobility 
The Clinical Rehabilitative Services Credential: Orientation and Mobility (O&M) 
provides blind, visually impaired and deaf-blind individuals with age-appropriate, 
hands-on experiences in natural travel settings to assist in the development of a 
meaningful conceptual understanding of home, school and community 
environment. The orientation and mobility (O&M) services credential authorizes 
the holder to provide services to students to allow them to learn how to navigate 
their environment and become independent travelers. The training prepares 
individuals to work with children birth - 22 years and adults who have visual 
impairments and blindness, including individuals with additional disabilities.

As a ULRN student, can I be an intern?

No, you need to have a B.A. degree in order to be eligible for the intern program. Once 
you complete the B.A. program and have a job offer as a special education teacher, you 
can become an intern.

If I am a Cal State LA ULRN student, do I need to take the CSET exam?

You will need to take the CSET-multiple subject or single subject (in one of the core 
areas) or you will need to have completed 32 semester units in a CTC approved 
program in one of the core subject areas (math, science, English, social science).

I do not work or live near Cal State LA, is it possible to take courses at a 
university in my area and transfer coursework?

You must meet with a faculty advisor to determine which courses you should take. 
Transfer courses must be equivalent to those courses required by the CSULA credential 
program.

What is a "subject matter preparation" program?
CTC requires that you demonstrate depth and breadth of knowledge in your subject area. If you are planning to teach at the elementary level, then by passing the CSET-multiple subjects exam, you have demonstrated subject matter competence. If you are planning to teach at the secondary level, you can demonstrate subject matter competence by taking the CSET single subject matter exam in one of the core subject areas or you can complete 32 semester units in a CTC approved program in one of the core subject areas. ECSE candidates are not required to take a subject matter examination; ECSE intern candidates demonstrate subject matter competency through completion of a Child Development undergraduate major or equivalent.

**Is there an application fee to enter the intern program?**

There is an application fee to apply to Cal State LA and an application fee to apply to the CCOE. The intern credential has an additional fee that is paid to CTC directly. There is not a separate fee to apply to the intern program.

**When is the deadline to apply to the intern program?**

Applications are accepted for Fall and Spring admission. See the Charter College [admissions page](#) for application information.

**Does Cal State LA offer classes during Summer Semester?**

Yes, there is a limited course offering during Summer Quarter, but these are usually the initial courses in the program.

**How many intern credentials can I complete?**

If you complete your first credential as an intern, you cannot enroll in the intern program for any other credential.

**How can I become a substitute teacher?**

Below you will find details on requirements to earn a permit to serve as a substitute teacher in California, including academic and examination requirements. Select the type of permit you wish to apply for.

- **Emergency 30-Day Substitute Teaching Permit (Day-to-Day Substitute Teaching)**
  - Bachelors from a regionally accreditation college or university.
  - Basic Skills Requirement
  - COC
  - Application and fee.
• Emergency Substitute Teaching Permit for Prospective Teachers
Open PDF in current window. (For individuals who have not earned a Bachelor's or higher degree)
  o Official transcripts showing completion of a minimum of 90 semester units of course work from a regionally-accredited four-year college or university
  o Verification of current enrollment in a regionally-accredited four-year California college or university.
  o Satisfy the basic skills requirement
  o COC
  o Application processing fee (see Fee Information leaflet CL-659)

How do I need to fulfill the US Constitution requirement?
Verification of completion of POLS 1000, equivalent course, or approved US Constitution exam.

I received the grade of C in one of my courses, can I continue in the program?
You must pass all courses in the credential program with a C or better and must maintain a B average. If you receive a C-, then you must retake the class.
This handbook is intended to provide you with specific information about the Teaching Credential Programs but it does not contain all the information you will need to be a successful student at Cal State L.A. You have rights and responsibilities as a graduate student at this University. Please refer to the University Catalog for additional information.

Along the way to earning your credential, you will receive information or requests for information from various parts of the University. You may be notified by University offices such as the Registrar’s Office. You may be contacted by the Charter College of Education about your degree requirements (Associate Dean, Office of Curriculum and Assessment) or about your credential requirements (Office of Student Services). You may also receive information from the Division of Special Education and Counseling. If in doubt, see your program advisor, otherwise contact the specific office that sent you notice in question.