

Special Education/Mild to Moderate and Moderate to Severe Specializations

CLU offers Education Specialist Credentials in Mild to Moderate (M/M) and Moderate to Severe (M/S) specialization areas. A general education teaching credential is not a prerequisite for completion of an M/M or M/S Preliminary Education Specialist credential program.

Program Outcomes

Reflective, principled Special Education program graduates will be able to:

1. Assess special needs student learning;
2. Plan instruction and design learning experiences for students with special needs;
3. Understand and organize subject matter knowledge for special needs students;
4. Create, maintain and support an effective environment for special needs students;
5. Engage and support all special needs students in learning;
6. Represent the different roles of a special educator, including interactions with parents and school staff;
7. Develop as a professional special education educator.

Admission to the Special Education Program

To assure a prompt admission decision, candidates for admission to the Special Education Program should submit all application materials by

- July 1 for fall semester

Mild to Moderate and Moderate to Severe Programs only have one applications cycle which is July 1

All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant file:

1. Minimum cumulative undergraduate GPA of 2.7 for credential only programs; 3.0 upper division GPA for Master of Science in Special Education (M.S.)
2. Admission appointment with admission counselor
3. Application for Admission form and non-refundable application fee
4. Official transcripts from all previous colleges and universities
5. A personal statement following the guidelines included in the admission packet
6. Three academic or professional recommendations
7. For Master of Science applicants only, submission of GRE scores (unless Petition to Waive GRE Requirement is submitted and approved). The admission test may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - (a) An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
 - (b) A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or
 - (c) A minimum of nine units of graduate course work completed with a 3.5 grade point average; or
 - (d) A previously earned master's degree

Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Requirements for Admission to the Education Specialist Credential Program

1. Bachelor's degree or higher from a regionally accredited U.S. institution or equivalency
2. Certificate of Clearance (fingerprint clearance)
3. TB test (negative-results test taken within one year of program admission)

4. Basic Skills – verification of passing score on California Basic Educational Skills Test (CBEST) or equivalent
5. Subject Matter Competence – verification of passing score on California Subject Examinations for Teachers (CSET) or by completion of approved Subject Matter Program¹
6. U.S. Constitution - verification by official transcript or passage of exam

The Reading Instruction Competence Assessment (RICA) is not required for M.S. program completion, but is required for the preliminary credential.

Note: These requirements are subject to change by the CTC.

Requirements for the Preliminary Education Specialist Credential in Mild/Moderate (M/M) and Moderate/Severe (M/S) Specializations

Required courses for both the Mild to Moderate and Moderate to Severe Preliminary Education Specialist Credential

(45 units)

Credential Core Classes (45 units):

EDLT 500	Foundations of Education	3
EDLT 501	Theories of Teaching, Learning And Development	3
EDLT 502	Teaching English Learners and Diverse Populations	3
EDLT 503	Teaching Exceptional Learners in Inclusive Environments	3
EDSP 515	Educating Students With Autism Spectrum Disorders: Theoretical Foundations, Interventions & Supports	3
EDSP 519	M/M/S: Assessment, Instruction and Development of the Individual Educational Program	3
EDSP 521	Literacy and Language in Diverse Classroom	3
EDSP 523	Teaching 1: Planning and Methods for Content Standards	3
EDSP 525	Inclusion/Trans/Collab	3
EDSP 542A	Field Study/Student Teaching With Seminar	3
EDSP 542B	Field Study/Student Teaching	6
EDSP 532	Reading Procedures, Assessment & Remediation	3
EDSP 534	M/M: Field Study/Student Teaching With Seminar	1-10
EDSP 545	Positive Behavioral Support for Students With Behavioral & Emotional Needs	3
EDSP 537	Curr.Inst Pro Dev Msd	3
Total Hours		46-55

Requirements for the Master of Science in the Special Education

Candidates who satisfactorily complete the Preliminary course of study are eligible for the Master of Science degree in Special Education with the following additional requirements: EDSP 510 and EDSP 599 .

Due to CTC-mandated revisions to this program, a complete list of requirements was unavailable at the time of catalog publication. For a current list of requirements, please refer to the website at www.callutheran.edu/education .

Courses

EDSP 510. Action Research for Practitioners. (3).

This course is a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base of action research, the techniques used in action research, and applications of action research.

EDSP 515. Educating Students With Autism Spectrum Disorders: Theoretical Foundations, Interventions & Supports. (3).

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

EDSP 519. M/M/S: Assessment, Instruction and Development of the Individual Educational Program. (3).

Formal and informal assessment procedures for linking assessment to instruction, determining the need and eligibility for services, designing instructional programs and developing IEP goals; legal and ethical considerations for assessment, issues of reliability and validity, and information regarding test design and statistics. Includes fieldwork that documents experiences across programs, disability and school ages. Co-requisite: EDSP 519A.

EDSP 520. Application of Behavior Management Strategies. (3).

Examines basic classroom management strategies for general and special educational settings; provides information regarding individual behavior management strategies, specifically with respect to students with special needs; includes behavioral assessment and the design and implementation of behavioral plans to support students with behavioral difficulties in the general and special education classroom. Includes fieldwork that documents experiences across programs, disability, and school ages.

EDSP 521. Literacy and Language in Diverse Classroom. (3).

Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms.

EDSP 523. Teaching 1: Planning and Methods for Content Standards. (3).

This course will provide an introduction to current methodologies and instructional strategies appropriate for concept development as well as attainment and the meaningful application of mathematics and science learning in elementary classrooms. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population. We assume that all children can learn mathematics and science from well-prepared and encouraging teachers. Technology enhanced methods will also be introduced when appropriate. This course will include a study of the content as well as the goals for mathematics and science education at the K-12 school level.

EDSP 525. Inclusion/Trans/Collab. (3).

EDSP 527A. Creating/Extending Family Partnerships. (1).

EDSP 532. Reading Procedures, Assessment & Remediation. (3).

Provides intensive study and application of specific diagnostic reading assessment skills with direct application of remedial procedures for the learning handicapped. Co-requisite: EDSP 532A.

EDSP 533. Curriculum-Math for Diverse Learners With Special Needs. (3).

EDSP 534. M/M: Field Study/Student Teaching With Seminar. (1-10).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the candidate in his or her own classroom. Traditional student teaching and placement with a master teacher is also an option. Prerequisite: Recommendation of Special Education faculty committee. (Graded P/NC only).

EDSP 534A. Field Study/Student Teaching With Semina Benchmark 1. (3).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in his/her own classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor.

EDSP 534B. Field Study/Student Teaching Benchmark 2. (6).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in his/her own classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor.

EDSP 534D. Field Study/Student Teaching Field Study/Student Teaching Benchmark 4. (2).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. A university supervisor observes the student in his/her own classroom. Traditional student teaching and placement with a master teacher is also an option. (Graded P/NC only). Prerequisite: Consent of special education advisor.

EDSP 535. Curric-Sci/Hist/SoSci. (3).

EDSP 537. Curr.Inst Pro Dev Msd. (3).

EDSP 537A. Curr Inst Prog Dev Practicum. (1).

EDSP 538. Advanced Issues in Mild/Moderate Disabilities. (3).

Current and emerging research reflecting best and promising practices in the field. Topics vary but may include: alternative/non-traditional assessment theory and practice; alternative/non-traditional views of learning disabilities; culturally and linguistically diverse exceptional learners; neuropsychological research; language, literacy and cognitive development; socio-historical-political implications of disability and the social construction of difference; emotional disturbance; psychotropics/pharmacology and therapeutic intervention; and technology in special education.

EDSP 539. Curr Instr Prog Dev. (3).

EDSP 539A. Curr Instr Pro Dev Practicum. (1).

EDSP 540B. Advanced Issues in Moderate/Severe Disabilities. (3).

Current and emerging research reflecting best and promising practices in the field. Topics vary but may include: transition; independent and assisted living; continuing education; inclusion across educational, work, social/recreational, and living environment settings; sexuality and students with M/S disabilities; emotional disturbance; socio-historical-political implications of disability and the social construction of difference; continued support services; and technology in special education.

EDSP 540D. M/M/S: Postive Learning Enviroments for Students With Complex Behavioral and Emotional Needs. (3).

Advanced knowledge and skills to successfully design learning environments that enhance the quality of life and educational experiences of students who require comprehensive behavioral support, social skills instruction, crisis management, curricular adaptations, and specially designed physical settings. Collaborative consultation across agencies is emphasized.

EDSP 540E. M/M/S: Assessment, Curriculum, Instruction and Development of the Individual Transition Plan. (3).

Advanced skills in data-based decision-making for determining maintenance, modification, or changes in instructional strategies, curricular content, and behavioral supports for planning, developing, and implementing the ITP. Collaborative consultation across agencies is emphasized.

EDSP 542. M/S: Field Study/Student Teaching With Seminar. (8).

Candidates attend a seminar in conjunction with field study that addresses portfolio development, credential standards, and support services for teacher candidates. Recommendation of Special Education Faculty Committee. (Graded P/NC only).

EDSP 542A. Field Study/Student Teaching With Seminar. (3).

EDSP 542B. Field Study/Student Teaching. (6).

EDSP 545. Positive Behanorial Support for Students With Behavioral & Emotional Needs. (3).

EDSP 545A. Clinical Practicum. (1).

EDSP 547A. M/M: Curriculum and Instruction in Mild to Moderate Disabilities. (3).

Curriculum adaptation and instructional modifications for providing students with mild to moderate disabilities access to the core curriculum; selection of curricula and strategies to meet the individual needs of students in culturally and linguistically diverse settings; development of the Individual Educational Program/Individualized Transition Plan ((IEP/ITP) objectives across domains. Includes fieldwork that documents experiences across programs, disability and school ages.

EDSP 547B. M/S: Curriculum and Instruction in Moderate to Severe Disabilities. (3).

Instruction, adaptation, modification, and integration of the core curriculum and specialized curricula across diverse settings, including general and special education, community, work, and recreational settings to develop academic, functional life skills, and basic skills in cognitive, social/emotional, motor, language, and behavioral domains. Includes fieldwork that documents experiences across programs, disability and school ages.

EDSP 547C. M/S: Communication, Socialization and Daily Living Skills Development. (3).

This course examines the development of communication, socialization, and daily living skills as related to the ability and opportunities for students with moderate to severe disabilities to access accommodations and modifications across school, work, home, and community settings; movement, mobility, sensory, and specialized health care needs required for meaningful participation across settings; and technology support to facilitate maximum participation in educational, social, work, and home settings. Co-requisite: EDSP 547P.

EDSP 547P. Clinical Practicum. (1).

Development of communication, socialization, and daily living skills as related to the ability and opportunities for students with moderate to severe disabilities to access accommodations and modifications across school, work, home, and community settings; movement, mobility, sensory, and specialized health care needs required for meaningful participation across settings; technology support. Includes fieldwork that documents experiences across programs, disability and school ages. Co-requisite: EDSP 547C.

EDSP 553. Induction Development & Assessment. (3).

EDSP 553A. Induction Plan Development. (1).

Assists and supports the candidate in the development of the Induction Plan to be completed within the first 120 days of employment under a Mild/Moderate or Moderate/Severe Preliminary Level I credential. The plan will be developed in collaboration with a school district support provider.

EDSP 553B. Induction Plan Assessment. (2).

Assists and supports the candidate in the development of assessment procedures for the activities listed in the Induction Plan. Emphasis will be placed on the candidate's design and criteria for providing evidence of successful completion of the Induction Plan. The assessment plan and procedures will be implemented in collaboration with a support provider.

EDSP 582. Selected Topics. (1-4).

EDSP 595H. M/M/S: Collaborative Consultation Counseling, and Coordination of Services. (3).

Collaborative consultation theories, models, and skills to work with students, families, school staff, and agency/community resources across culturally and linguistically diverse settings; basic counseling skills; coordination of services across regular and special education; family systems theory and approaches for consultation/counseling; working with transdisciplinary teams. Includes fieldwork that documents experiences across programs, disability, and school ages.

EDSP 599. Classroom Based Research Project. (3).

Class study for the development of an action research project and presentation. Admission to master's program required. Prerequisite: EDSP 510.