

Special Education/Mild to Moderate and Moderate to Severe Specializations

Cal Lutheran 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

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/Development	3
EDLT 502	Teaching English Learners & Diverse Pop	3
EDLT 503	Teaching Exceptional Learners Inclusive	3
EDSP 515	Educating Students With Autism Spectrum	3
EDSP 519	Assessment, Instruction & Development	3
EDSP 521	Literacy/Language Diverse Classroom	3
EDSP 534A	Field Study/Student Teaching With Seminar	3
EDSP 523	Planning and Instruction for Content	3
EDSP 525	Positive Behavior Support/Collaboration	3
EDSP 532	Support Student Mild/Moderate Needs	3
EDSP 534B	Field Study/Student Teaching Benchmark 2	6
EDSP 537	Support Student Moderate/Severe Needs	3
EDSP 542B	Field Study/Student Teaching	6

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: EDGN 509 EDGN 510 and EDGN 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 515. Educating Students With Autism Spectrum. (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. Assessment, Instruction & Development. (3).

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

EDSP 521. Literacy/Language Diverse Classroom. (3).

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

EDSP 523. Planning and Instruction for Content. (3).

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

EDSP 525. Positive Behavior Support/Collaboration. (3).

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

EDSP 532. Support Student Mild/Moderate Needs. (3).

This 3-unit course is intended to provide the knowledge and skills required to educate students with Mild/Moderate Disabilities. The emphasis will be on the design and implementation of scientifically based best practices. Content will cover application of these principals within the context of meaningful and culturally sensitive family partnerships, professional collaboration, and promotion of inclusive educational practices.

EDSP 534. M/M: Field Study/Student Teaching/Semina. (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 Seminar. (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 537. Support Student Moderate/Severe Needs. (3).

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

EDSP 542. M/S: Field Study/Student Teaching. (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/542B. Field Study/Student Teaching. (3,6).