



**CalPoly**Pomona

2020-2021

## *Candidate Handbook*

### **Preliminary Education Specialist Credentials**

- **Mild/Moderate Disabilities (Mild/Moderate Support Needs)**
  - **Moderate/Severe Disabilities (Extensive Support Needs)**

**College of Education and Integrative Studies**

**Education Department**

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## Part 1: Welcome and Introduction

Welcome to Cal Poly Pomona, the College of Education and Integrative Studies (CEIS), and the Education Department. Thank you for your interest in our credential programs. Consistent with the University's mission, our programs reflect a polytechnic focus on learning by doing, student success, inclusiveness, and community engagement.

This Handbook contains substantial information on key elements of our programs. Please read it carefully to understand program requirements and guidelines. The Cal Poly Pomona [University Catalog](#) contains course descriptions, required prerequisites, and essential information about registration procedures, fees, and policies. The Catalog constitutes the university's official document of record, and students are responsible for the information contained in it. Also, please pay close attention to Department and University e-mail announcements. Your Cal Poly email is the official method for communicating with students, so please check it regularly. The Class Schedule you will need for registration each semester is available through [BroncoDirect](#). Although the Department makes every effort to advise students, students are responsible for remaining informed about all guidelines and deadlines regarding the program.

We are pleased to have you join our Education Department community of learners. We encourage you to become active participants in the program, so that you gain as much as possible from your experiences at Cal Poly Pomona.

### College of Education and Integrative Studies Mission Statement

The College of Education and Integrative Studies (CEIS) is a learning community focused on meeting the present and future needs of students in our communities. We educate students to become highly qualified and significant leaders in our society. We are committed to the principles of diversity, ethics and social justice, and life-long learning. Central to our mission are innovative and integrative thinking, reflective practice, collaborative action, and learning by doing.

### Education Department Mission Statement

We cultivate successful education professionals through a diverse culture of experiential learning, discovery, and innovation.

### Vision

The Education Department will be the model for preparing highly-qualified education professionals by inspiring creativity and innovation, embracing local and global challenges, and transforming lives through the integration of teaching, learning, scholarship, and creative activities.

### Values

- **Academic Excellence** – We demonstrate academic quality, relevance, and excellence through our teaching, learning, scholarship, and creative activities with student-centered faculty who lead by example in an evidence-based culture.
- **Experiential Learning** – Our polytechnic identity fosters an integrative approach to education through collaboration, discovery, learn-by-doing, and the innovative use of

technology and other tools. Our approach encourages reflection, informed risk-taking, and continuous learning.

- **Student Learning and Success** – We are deeply committed to educational experiences and supportive services that engage and challenge our students, enhance personal well-being and growth, provide career opportunities in education, and foster ethical citizenship.
- **Inclusiveness** – Our diversity across multiple dimensions reflects and enhances our community. We are welcoming and respectful, and we value diversity. We promote social justice through equity, access, and advocacy.
- **Community Engagement** – We nurture mutually beneficial, meaningful, and socially just relationships with community partners and stakeholders in all spheres of education.
- **Social and Environmental Responsibility** – As global citizens, our individual and collective actions reflect our commitment to one another, society, and the environment as we endeavor to shape the future in positive ways.

### Highlights of Cal Poly's Credential Programs

Reflecting the University's mission to advance learning and knowledge by linking theory and practice in all disciplines, the credential programs includes a combination of field experiences, coursework and anchor assignments, and Clinical Practice. Our faculty model high quality pedagogy that exemplifies professional standards as explicated in the California Teaching Performance Expectations (TPEs).

Faculty of the Education Department are involved in neighboring schools and programs, working on systemic educational reform and change. They have published extensively, secured millions of dollars in educational grants, and are nationally recognized in their fields of study.

[Intern credential programs](#) (available in Multiple Subjects, Education Specialist, and most Single Subjects programs) allow candidates to work as a contracted teacher in public schools while completing their credential coursework. We partner with over 40 districts across the eastern Los Angeles, the San Gabriel Valley, and western portions of San Bernardino and Riverside counties.

[Integrated Teacher Education Program \(ITEP\)](#) is a combined 4-year bachelor's degree and credential program for students desiring an Education Specialist credential. It allows students to receive their bachelor's degree in liberal studies or early childhood studies, as well as their preliminary special education credential. ITEP is an intensive and rigorous program, with a separate application and entrance criteria than the traditional pathway.

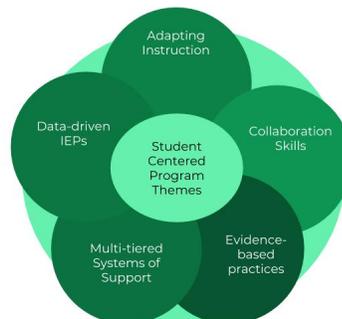
With a core faculty of about 20, the Department offers personalized service and individualized advisement for credential and master's students. The Credential Services Office provides additional support and assistance for credential processes and procedures.

Credential and master's courses are offered in a variety of delivery formats, including on-campus (face-to-face) and hybrid (part online and part on-campus). Cal Poly offers a straightforward path from credential to Master's degree. Many candidates who earn their credential at Cal Poly continue on to complete the Master of Arts in Education.

[Scholarships](#) are available for qualified candidates including Partners in Education, the TEACH grant, and a fully-funded scholarship to obtain your preliminary Education Specialist credential and Master's degree in Special Education through [Project SEEDS](#).

## Education Specialist Program Themes

Student-learning outcomes of the Education Specialist programs reflect what you will expect to learn throughout your credential preparation experience. The themes are: adapting instruction, collaboration skills, evidence-based practices, multi-tiered systems of support (MTSS), and data-driven IEPs.



## What to Expect as an Education Specialist

An education specialist (i.e., special education) teacher is a unique and rewarding profession. You will have the responsibility of educating our most important resource --- our children. Parents, families, and caregivers will rely on you to recognize and foster the talents within their children, and to adapt and modify curriculum and instruction to meet students' individual needs. Today, the field is advancing toward inclusive education and service delivery with a focus on support needs; education specialists are working more closely with general education teachers in inclusive settings. General education teachers will look to you for your expertise in making content accessible for students with disabilities. You may even end up co-teaching in inclusive settings!

Education Specialists preparing to work with students who have disabilities must be skilled at creating, developing, and implementing individualized adaptations and accommodations to facilitate access to learning in a wide variety of environments. This includes access to the core curriculum, specialized curricula, learning and transition strategies, and the use of current educational and assistive technology. At Cal Poly Pomona, these credentials also authorize you to provide instruction for English language development and specially designed academic instruction in English in grades 12 and below and in classes organized for adults.

As of August, 2018, the CTC is in the process of revising the names of Education Specialist credentials, which authorize the holder to work with grades K-12 and up to the age of 22. There are five different teaching credentials for special education teacher candidates in California. Cal Poly Pomona offers two credential authorizations:

- Education Specialist – Mild/Moderate Disabilities (i.e., Mild/Moderate Support Needs)
- Education Specialist – Moderate/Severe Disabilities (i.e., Extensive Support Needs)

## **Education Specialist Credential Authorization Statements ([CTC, 2018](#))**

### **Preliminary Education Specialist Credential - Mild/Moderate Disabilities**

(Mild/Moderate Support Needs)

This credential authorizes the holder to teach in grades K-12 and in classes organized primarily for adults through age 22. This specialty areas of this credential are:

- Autism\*
- Specific learning disabilities
- Mild to moderate intellectual disabilities
- Other health impairments
- Serious emotional disturbance

### **Preliminary Education Specialist Credential – Moderate Severe Disabilities**

(Extensive Support Needs)

This credential authorizes the holder to teach in grades K-12 and in classes organized primarily for adults through age 22. This specialty areas of this credential are::

- Autism
- Deaf-blindness
- Moderate to severe intellectual disabilities
- Multiple disabilities
- Serious emotional disturbance

The Education Specialist Instruction Credential authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals in the area of specialization listed on the credential in the following settings:

- Inclusive general education classes
- Resource Specialist Program (RSP)
- Special day classes (SDC)
- Special schools, including nonpublic non-sectarian schools and agencies
- Correctional facilities, including juvenile detention facilities
- Home/hospital settings, state hospitals, developmental centers
- Alternative and non-traditional instruction public school settings other than classrooms

#### **\*Note:**

Autism Spectrum Disorders (ASD) content is included in the new preliminary Education Specialist Instruction Teaching Credential programs for all specialty areas. The preliminary and clear credential authorizes the holder to provide autism instructional services to students within the specialty area(s) of their credential. The ASD authorization appears as a separate authorization on the Education Specialist Instruction Credential for mild to moderate authorization candidates.

## College and Department Contact Information

For questions/assistance regarding credentials, contact the Credential Analyst, Bldg. 6-203, 909-869-2306 or see the Education Department [website](#).

### College of Education and Integrative Studies

<b>Dean</b> Dr. Jeff Passe	<a href="mailto:jpasse@cpp.edu">jpasse@cpp.edu</a>	909-869-2307	
<b>Associate Dean</b> Dr. Hend Gilli-Elewy	<a href="mailto:hgillielewy@cpp.edu">hgillielewy@cpp.edu</a>	909-869-2307	
<b>Administrative Support:</b> Ms. Stephanie Rascon	<a href="mailto:strascon@cpp.edu">strascon@cpp.edu</a>	909-869-2307	6-215

### Education Department

<b>Chair</b> Dr. Jann Pataray-Ching	<a href="mailto:patarayching@cpp.edu">patarayching@cpp.edu</a>	909-869-2320	6-223
<b>Multiple Subject Coordinator</b> Dr. Peter Olson	<a href="mailto:pcolson@cpp.edu">pcolson@cpp.edu</a>	909-869-5573	94-245
<b>Single Subject Coordinator</b> Dr. Dave Neumann	<a href="mailto:djneumann@cpp.edu">djneumann@cpp.edu</a>	909-979-5574	6-222
<b>Intern Coordinator</b> Mr. Nick Salerno	<a href="mailto:njsalerno@cpp.edu">njsalerno@cpp.edu</a>	909-869-3934	6-201
<b>Bilingual Coordinator</b> Dr. Myriam Casimir	<a href="mailto:mcasimir@cpp.edu">mcasimir@cpp.edu</a>	909-869-4776	94-289
<b>Credential Analyst</b> Jennifer Garcia	<a href="mailto:jmgarcia@cpp.edu">jmgarcia@cpp.edu</a> ,	909-869-2303	6-208
<b>Clinical Practice</b> Ms. Olufunke Oluyemi Ms. Paulina P. Lopez	<a href="mailto:oaoluyemi@cpp.edu">oaoluyemi@cpp.edu</a> <a href="mailto:pplopez@cpp.edu">pplopez@cpp.edu</a> ,	909-869-2309 909-869-4300	6-201 6-202
<b>Administrative Support</b> Marina Zapien	<a href="mailto:mizapien@cpp.edu">mizapien@cpp.edu</a>	909-869-2358	6-220

### Education Specialist Program Faculty Advisors

For advisement regarding Education Specialist credentials:

Student Last Names Beginning with:	Advisor	Phone	Email	Office
A - I	Dr. Joanne Van Boxtel	909-979-5576	<a href="mailto:jmvanboxtel@cpp.edu">jmvanboxtel@cpp.edu</a>	6-218
J-R	Dr. Sara Werner Juárez	909-979-5574	<a href="mailto:sjuarez@cpp.edu">sjarez@cpp.edu</a>	94-265
S - Z	Dr. Heather Taylor (Wizikowski)	909-869-4595	<a href="mailto:hewizikowski@cpp.edu">hewizikowski@cpp.edu</a>	94-270

For advisement regarding the [Master's Degree](#) with an emphasis in Special Education:

M.A. Advisor	Dr. Heather Taylor (Wizikowski)	909-869- 4595	<a href="mailto:hewizikowski@cnp.edu">hewizikowski@cnp.edu</a>	94-270
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## University Services

The University offers a full range of support services staffed with fully qualified individuals who are readily available to students including:

- [Admissions and Outreach](#) – admission requirements, transfer information. Bldg. 121, 2<sup>nd</sup> floor; 909-869-5299. For an application to the University, go online to [www2.calstate.edu/Apply](http://www2.calstate.edu/Apply).
- [Career Center](#) – assists students with career planning, student employment and with job search activities upon graduation. There is an extensive library of resources to assist students with research in different career areas. Bldg. 97-100, 909-869-2342.
- [Credential Services](#) – provides a variety of services to support students as they pursue their educational goals. A Credential Analyst is available to provide credential requirement advisement, reviews all credential applications, and issues recommendations based on the California Commission on Teacher Credentialing regulations. Bldg. 6, 2<sup>nd</sup> floor, 909-869-4400.
- [Disability Resource Center](#) – provides support services to students who have documented disabilities, including physical or functional limitations, serious medical conditions, as well as those with learning or emotional disabilities. Bldg. 9-103, 909-869-3333.
- [Learning Resource Center](#) – The Learning Resource Center serves all Cal Poly Pomona students regardless of program or major. There is no charge. The Center offers one-on-one tutoring for any writing assignment, and Graduation Writing Test (GWT) assistance. Library, room 2919, 909-869-3502.
- [Office of Financial Aid and Scholarships](#) – offers a variety of financial aid programs to assist students with college costs, including scholarships, grants, loans, and forgivable loans. Bldg. 121 1<sup>st</sup> floor; 909-869-3700.
- [Office of Student Success](#)- oversees areas of academic and semester conversion advising, academic support programs, the CSU Graduation Initiative 2025 and other student success initiatives. Serves all Cal Poly Pomona students, from admission to graduation. [studentsuccess@cnp.edu](mailto:studentsuccess@cnp.edu)
- [Registrar's Office](#) – enrollment, registration, transcripts. Bldg. 121, 909-869-3000.
- [Student Health and Wellness Services](#) – provides basic services to students with illnesses, injuries, or other health-related issues. Bldg. 46-110, 909-869-4000.

- [Testing Services](#) – is responsible for all university and state academic mandated testing such as the Graduate Writing Test. This office also provides registration information for entrance tests such as the CBEST and GRE. Bldg. 121 2<sup>nd</sup> floor; 909-869-5299.
- [Womxn's Resource Center](#) – crisis intervention, advocacy. Bldg. 95, 909-869-3112.

## **Part 2: Teacher Performance Expectations**

Education Specialist programs will be transitioning to new Teacher Performance Expectations (TPEs) by Fall of 2022. At this time, Education Specialist candidates will be evaluated by the current TPEs, which were updated in 2014. Competence on TPE's is evaluated through coursework and successful completion of Clinical Practice (currently there is no Teacher Performance Assessment (TPA) required for the ES credentials). The Education Specialist TPE's are in the Appendix of this Handbook. For the full text of the Teaching Performance Expectations (TPEs), see [the Education Specialist Teaching & Other Related Services Credential Program Standards](#).

### **A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

**TPE 1** Specific Pedagogical Skills for Subject Matter Instruction

- a. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
- b. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

### **B. ASSESSING STUDENT LEARNING**

**TPE 2** Monitoring Student Learning During Instruction

**TPE 3** Interpretation and Use of Assessments

### **C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**

**TPE 4** Making Content Accessible

**TPE 5** Student Engagement

**TPE 6** Developmentally Appropriate Teaching Practices

- a. Developmentally Appropriate Practices in Grades K-3
- b. Developmentally Appropriate Practices in Grades 4-8
- c. Developmentally Appropriate Practices in Grades 9-12

**TPE 7** Teaching English Learners

### **D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**

**TPE 8** Learning about Students

**TPE 9** Instructional Planning

### **E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

**TPE 10** Instructional Time

**TPE 11** Social Environment

### **F. DEVELOPING AS A PROFESSIONAL EDUCATOR**

**TPE 12** Professional, Legal, and Ethical Obligations

**TPE 13** Professional Growth

## Part 3: Program Admission

### Basic Steps to Apply for Admission

The Program Admissions Packet is required for admission to all credential programs. Deadlines for applications are strictly enforced. Please obtain current deadline information from the [Program Information website](#). Below are the basic steps for admission:

1. Apply for University admission through [CSU Apply](#)
2. Apply for Program admission on the Cal Poly Admission [website](#)
3. Meet with your Faculty Advisor to complete a [Program Plan](#)
4. [Attend a Virtual Orientation](#).
5. Attend a Program Admission Interview. The Credential Office will notify you of available dates.

### Detailed Information on Admission Requirements

All requirements listed here must be met in order to be considered for credential program admission. Candidates must submit their University application as graduate students and their program admission packet simultaneously.

1. **GPA Admission requirements:** To apply to the credential program, the candidate shall have attained a GPA of at least 2.67 in all baccalaureate and post-baccalaureate coursework or a GPA of at least 2.75 in the last 60 semester units attempted. All candidates must have completed all appropriate prerequisites. If your GPA falls below the minimum required, carefully read the following:

**If your GPA is below the mandated requirement, applicants must have:**

- Completed a University application
  - Submitted the Program Admissions Packets;
  - A typed **Exceptional Admission** statement addressing ALL of the following:
    - Circumstances that contributed to your inability to meet GPA requirement;
    - Experiences related to the field of education completed since graduation from college. It must define commitment to and potential for success in a professional teacher preparation program and the teaching profession.
2. **Attend a virtual Orientation session**  
Virtual Orientation sessions are held in Fall, Spring, and Summer. You may register online by consulting the Education Specialist program [website](#). *Education Specialist Intern candidates must complete a separate Intern Program Orientation.* This also is [online](#).
  3. **Program Plan:** Candidates must meet with their Academic Advisor to complete the Student [Program Plan](#). The program plan includes all program requirements and a roadmap for completing coursework and clinical practice (i.e., student teaching).

4. **Program Admissions Interview:** All applicants will participate in a group interview and on-demand writing sample. Candidates will be contacted by the Credential Services Office for scheduling after submitting program admissions packets to the office.
4. **Basic Skills Requirement:** All applicants must submit proof of passage of the Basic Skills Requirement by the deadline. There are several options available to verify this requirement on the CTC [website](#).
5. **Subject Matter Competency:** Subject Matter Competency is required of all students prior to program admission. Subject Matter Competency can be verified through:
  - a.) Passing the appropriate [CSET](#)

**OR**

- b.) Prescribed coursework. Students choosing the prescribed coursework option may petition for admission if 80% of prescribed coursework is complete.
6. **Bilingual Authorization (BL) Candidates:** All BL candidates must schedule an Interview with the Bilingual Programs Coordinator. All interviews must be completed prior to the application deadline and additional BL items must be submitted at the time of the BL interview. Please arrange your items and schedule your interview accordingly. (Valid for 1 year).
7. **Field Experience:** Successful completion of a supervised Field Experience is a prerequisite for admission in the Credential Programs. Submit the “Early Field Experience Verification Form” with your program admission packet. See the [Admission Forms webpage](#) for details.
8. **Recommendations:** Two recommendations are required. One recommendation must be completed by a University or College Professor who has been your instructor and one by a professional who has directly observed your work/interaction for a minimum of 20 hours experience with youth in group settings levels TK-12. Please use Recommendation Forms on the [Program Admission Form webpage](#) (valid for 1 year).
9. **Statement of Purpose:** In a thoughtful and well-constructed essay, discuss the personal and professional qualities you possess that will enable you to become an effective teacher in a multicultural classroom and your expectations of the Credential Program to further develop those attributes. The complete guidelines for the Statement of Purpose can be found by paging through the [Program Admission Form webpage](#). The statement of purpose must be signed and dated. This statement is assessed to meet two purposes:
  - (1) Can you write in an academic and professional manner?
  - (2) What is your commitment to teaching all children? Does your response provide evidence of your professional disposition and understanding of teaching in the public schools?
10. **[Certificate of Clearance \(Application and Fingerprints\):](#)** A copy of a Certificate of Clearance document granted by the California Commissions on Teacher Credentialing (CTC) must be submitted as part of the Program Admissions process. A California

Teaching Credential or Emergency Permit may be submitted in lieu of the Certificate of Clearance. The issuance date must not exceed 5 years. A copy of your document can be downloaded and printed from the CTC website: <https://www.ctc.ca.gov/> within 60 days of your application submission. Any further questions may be answered by contacting the Commission Information Services Unit by email at [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)

11. **TB Clearance:** TB clearance must remain valid throughout Clinical Practice. A Negative TB Test is offered at Student Health Center. A chest x-ray may also be provided for proof of clearance.
12. **Processing Fee:** There is a \$25 processing fee. Payments can be made via BroncoDirect or through the Cashier's Office (limited hours for Fall 2020).

**US Constitution Requirement:** If you are a CSU graduate, you have already met this requirement. For all other candidates, completion of a course with a "C" or better (at least two semester units or three quarter units) in the provisions and principles of the United States Constitution or equivalent test. This is not required for program admission, but must be met at the time of applying for a Preliminary Credential or upon program completion.

**Notification for Out-of-Country Graduates:** Foreign transcripts must be evaluated by a CTC approved transcript evaluation agency. Original (sealed) copies must be submitted to the Credential Analyst.

Please consult the [CTC website](#) for regulations pertaining to foreign transcript evaluation and verification.

## Part 4: Coursework Requirements

The following pages detail course requirements for the preliminary credential. The CTC issues a two-level teaching credential. A five-year 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. Cal Poly offers only the preliminary credential, designed in accordance with the CTC [Preliminary Multiple Subject and Single Subject Credential Program Standards](#).

### Concurrent Credentials

Students wishing to earn both a Multiple Subject or Single Subject Credential and an Education Specialist Credential may do so relatively easily within Cal Poly's program. Depending on the credential candidate's situation, he or she may choose to complete one credential, then complete the second credential. Or, the candidate could complete all coursework for both credentials and then complete the Clinical Practice experiences, one semester for each credential. It is recommended that at the end of Clinical Practice for the first credential, students turn in the [Petition to Change/Add Credential Objective](#) to change their major code to their second credential.

### Planning Your Course Schedule

Curriculum road maps for Education Specialist credentials delineate which courses to take each semester. In designing these roadmaps, the department has considered important content scope and sequence, as well as scheduling restrictions. Candidates should check all courses for prerequisites and make sure they meet any course prerequisites before taking the course. Not every course is offered each semester. Your course schedule should be created or modified in conjunction with your advisor.

### Requests to Waive Courses Based on Coursework from Another University

Transcript evaluations of courses taken from another university will be conducted for currently accepted or enrolled Cal Poly students. Students wishing to waive a Cal Poly credential course and substitute a course or courses taken from another university must complete the [Course Equivalency Request](#). Up to 12 semester units may be petitioned for course equivalency; the 7-year policy applies to petitioned courses. Attach a copy of transcripts along with a copy of the catalog course description for the year the course was taken. Submit these materials to the Credential Analyst.

### Retention and Special Assistance

Candidates must maintain a 3.0 GPA to remain in the credential program. In each course, candidates will be assessed according to the TPEs and have numerous opportunities to demonstrate their written and verbal language proficiency. Those in need of additional support are guided to appropriate services and/or additional courses.

### Academic Accommodations

Any student who feels he or she may need an academic accommodation based on the impact of a disability should contact the [Disability Resource Center](#), which coordinates the provision of reasonable accommodations for students with documented disabilities. The DRC is located in Building 9, Room 103, [drc@cpp.edu](mailto:drc@cpp.edu), phone 909-869-3333.

## Course Requirements

### Preliminary Education Specialist Credential : Mild/Moderate Disabilities (i.e., Mild/Moderate Support Needs)

<b>Admission Requirements</b>	
Basic Skills Test (CBEST or CSET Writing)	
CSET Exam (or subject matter program)	
Early Field Experience verification (see Program Application Packet)	
Certificate of Clearance	
Negative TB test verification	
Program Admissions Packet submitted	
Letter of admission to the program	
<b>Course</b>	<b>Units</b>
<b>Foundation Courses</b>	
Candidates must be formally admitted to the Credential Program or be a junior or senior at Cal Poly Pomona before they can take these courses.	
EDU 5010 Foundations of Teaching and Learning	3
EDU 5020 Foundations of Education in a Diverse Society	3
EDU 5302 Educating Students with Disabilities in Diverse Settings	3
EDU 5100 Introduction to Literacy Instruction	3
<b>Core Courses</b>	
Candidates must be formally admitted to the Credential Program before they can take these courses. All Core Courses require 5-20 hours of fieldwork.	
EDU 5105 Language Arts, Second Lang. Acquisition, & Children's Literature	3
EDU 5320 Transition Planning Through Family & Professional Collaboration	3
EDU 5322 Law, Ethics, & Research in Special Education	3
EDU 5324 Educational Assessment of Students with Disabilities	3
EDU 5332 Positive Classroom & Behavior Management	3
EDU 5334 Multi-Tiered Literacy Assessment & Intervention	3
EDU 5336 Mathematics Instruction for Students with Disabilities	3
EDU 5340 Differentiating Curriculum & Instruction in the Content Areas	3
<b>Total Units for Core Courses</b>	<b>36</b>
<b>Clinical Practice</b>	
Candidates must be formally admitted to Clinical Practice or the Intern program before they can take these courses.	
EDU 5345 Clinical Practice for Mild/Moderate Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates <b>OR</b> EDU 5346 Clinical Practice & Seminar for Mild/Moderate Intern Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates	8+1
Total Units for Clinical Practice	9
<b>Total Units for Mild/Moderate Preliminary Credential</b>	<b>45</b>

#### Prior to filing for the Preliminary Credential, candidates must also:

1. Pass the RICA
2. Have a valid (current) Infant, Child, Adult CPR certification
3. Have verification of completion of U.S. Constitution requirement if not a CSU graduate
4. Complete the CSU Exit Survey (disseminated during Clinical Practice)

## Course Requirements

### Preliminary Education Specialist Credential : Moderate/Severe Disabilities (i.e., Extensive Support Needs)

<b>Admission Requirements</b>	
Basic Skills Test (CBEST or CSET Writing)	
CSET Exam (or subject matter program)	
Early Field Experience verification (see Program Application Packet)	
Certificate of Clearance	
Negative TB test verification	
Program Admissions Packet submitted	
Letter of admission to the program	
<b>Course</b>	<b>Units</b>
<b>Foundation Courses</b>	
Candidates must be formally admitted to the Credential Program or be a junior or senior at Cal Poly Pomona before they can take these courses.	
EDU 5010 Foundations of Teaching and Learning	3
EDU 5020 Foundations of Education in a Diverse Society	3
EDU 5302 Educating Students with Disabilities in Diverse Settings	3
EDU 5100 Introduction to Literacy Instruction	3
<b>Core Courses</b>	
Candidates must be formally admitted to the Credential Program before they can take these courses. All Core Courses require 5-20 hours of fieldwork.	
EDU 5105 Language Arts, Second Lang. Acquisition, & Children's Literature	3
EDU 5320 Transition Planning Through Family & Professional Collaboration	3
EDU 5322 Law, Ethics, & Research in Special Education	3
EDU 5324 Educational Assessment of Students with Disabilities	3
EDU 5332 Positive Classroom & Behavior Management	3
EDU 5334 Multi-Tiered Literacy Assessment & Intervention	3
EDU 5336 Mathematics Instruction for Students with Disabilities	3
EDU 5340 Differentiating Curriculum & Instruction in the Content Areas	3
EDU 5342 Curriculum & Instruction for Students with Moderate/Severe Disabilities	3
<b>Total Units for Core Courses</b>	<b>39</b>
<b>Clinical Practice</b>	
Candidates must be formally admitted to Clinical Practice or the Intern program before they can take these courses.	
EDU 5347 Clinical Practice for Moderate/Severe Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates <b>OR</b> EDU 5348 Clinical Practice & Seminar for Moderate/Severe Intern Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates	8+1
Total Units for Clinical Practice	9
<b>Total Units for Preliminary Credential</b>	<b>48</b>

#### Prior to filing for the Preliminary Credential, candidates must also:

1. Pass the RICA
2. Have a valid (current) Infant, Child, Adult CPR certification
3. Have verification of completion of U.S. Constitution requirement if not a CSU graduate
4. Complete the CSU Exit Survey (disseminated during Clinical Practice)

## Course Requirements to Add an Education Specialist (ES) Credential

If candidate already has a **Multiple Subject Credential** and wants to add an ES Authorizaiton:

<b>Preliminary Education Specialist Mild/Moderate Disabilities (Mild/Moderate Support Needs) Credential</b>	
Candidates must be formally admitted to the ES Credential Program. All Core Courses require 5-10 hours of fieldwork.	<b><u>Units</u></b>
EDU 5320 Transition Planning Through Family & Professional Collaboration	3
EDU 5322 Law, Ethics, & Research in Special Education	3
EDU 5324 Educational Assessment of Students with Disabilities	3
EDU 5332 Positive Classroom & Behavior Management	3
EDU 5334 Multi-Tiered Literacy Assessment & Intervention	3
EDU 5336 Mathematics Instruction for Students with Disabilities	3
EDU 5340 Differentiating Curriculum & Instruction in the Content Areas	3
EDU 5345 Clinical Practice* for Mild/Moderate Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates <b>OR</b> EDU 5346 Clinical Practice* & Seminar for Mild/Moderate Intern Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates	8 + 1
<b>Total Units for Preliminary Credential</b>	<b>30</b>
<i>*Admission to Clinical Practice requires a separate application submitted the semester before enrollment in CP. You must be admitted to Clinical Practice to enroll in this course.</i>	

<b>Preliminary Education Specialist Moderate/Severe Disabilities (Extensive Support Needs) Credential</b>	
Candidates must be formally admitted to the ES Credential Program. All Core Courses require 5-10 hours of fieldwork	<b><u>Units</u></b>
EDU 5320 Transition Planning Through Family & Professional Collaboration	3
EDU 5322 Law, Ethics, & Research in Special Education	3
EDU 5324 Educational Assessment of Students with Disabilities	3
EDU 5332 Positive Classroom & Behavior Management	3
EDU 5334 Multi-Tiered Literacy Assessment & Intervention	3
EDU 5336 Mathematics Instruction for Students with Disabilities	3
EDU 5340 Differentiating Curriculum & Instruction in the Content Areas	3
EDU 5342 Curriculum & Instruction for Students with Moderate/Severe Disabilities	3
EDU 5347 Clinical Practice* for Moderate/Severe Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates <b>OR</b> EDU 5348 Clinical Practice* & Seminar for Moderate/Severe Intern Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates	8 + 1
<b>Total Units for Preliminary Credential</b>	<b>33</b>
<i>*Admission to Clinical Practice requires a separate application submitted the semester before enrollment in CP. You must be admitted to Clinical Practice to enroll in this course.</i>	

### Prior to filing for the Preliminary Credential, candidates must also:

1. Have a valid (current) Infant, Child, Adult CPR certification
2. Have verification of U.S. Constitution requirement if not a CSU graduate
3. Complete the CSU Exit Survey (disseminated during Clinical Practice)

If candidate already has a **Single Subject Credential** and wants to add an ES Authorizaiton:

<b>Preliminary Education Specialist Mild/Moderate Disabilities (Mild/Moderate Support Needs) Credential</b>	
Candidates must be formally admitted to the Credential Program before they can take these courses. All Core Courses require 5-10 hours of fieldwork.	<b><u>Units</u></b>
EDU 5100 Introduction to Literacy Instruction	3
EDU 5105 Language Arts, Second Lang. Acquisition, & Children's Literature	3
EDU 5320 Transition Planning Through Family & Professional Collaboration	3
EDU 5322 Law, Ethics, & Research in Special Education	3
EDU 5324 Educational Assessment of Students with Disabilities	3
EDU 5332 Positive Classroom & Behavior Management	3
EDU 5334 Multi-Tiered Literacy Assessment & Intervention	3
EDU 5336 Mathematics Instruction for Students with Disabilities	3
EDU 5340 Differentiating Curriculum & Instruction in the Content Areas	3
EDU 5345 Clinical Practice* for Mild/Moderate Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates <b>OR</b> EDU 5346 Clinical Practice* & Seminar for Mild/Moderate Intern Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates	8 + 1
<b>Total Units for Preliminary Credential</b>	<b>36</b>

*\*Admission to Clinical Practice requires a separate application submitted the semester before enrollment in CP. You must be admitted to Clinical Practice to enroll in this course.*

<b>Preliminary Education Specialist Moderate/Severe Credential (Extensive Support Needs)</b>	
Candidates must be formally admitted to the Credential Program before they can take these courses). All Core Courses require 5-10 hours of fieldwork.	<b><u>Units</u></b>
EDU 5100 Introduction to Literacy Instruction	3
EDU 5105 Language Arts, Second Lang. Acquisition, & Children's Literature	3
EDU 5320 Transition Planning Through Family & Professional Collaboration	3
EDU 5322 Law, Ethics, & Research in Special Education	3
EDU 5324 Educational Assessment of Students with Disabilities	3
EDU 5332 Positive Classroom & Behavior Management	3
EDU 5334 Multi-Tiered Literacy Assessment & Intervention	3
EDU 5336 Mathematics Instruction for Students with Disabilities	3
EDU 5340 Differentiating Curriculum & Instruction in the Content Areas	3
EDU 5342 Curriculum & Instruction for Students with Moderate/Severe Disabilities	3
EDU 5347 Clinical Practice* for Moderate/Severe Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates <b>OR</b> EDU 5348 Clinical Practice* & Seminar for Moderate/Severe Intern Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates	8+1
<b>Total Units for Preliminary Credential</b>	<b>39</b>

*\*Admission to Clinical Practice requires a separate application submitted the semester before enrollment in CP. You must be admitted to Clinical Practice to enroll in this course.*

**Prior to filing for the Preliminary Credential, candidates must also:**

1. Have a valid (current) Infant, Child, Adult CPR certification
2. Have verification of U.S. Constitution requirement if not a CSU graduate
3. Complete the CSU Exit Survey (disseminated during Clinical Practice)

If candidate already has an **Education Specialist Credential** and wants to add another ES Authorizaiton:

<b><u>Preliminary Education Specialist Mild/Moderate Credential</u></b>	
EDU 5345 Clinical Practice* for Mild/Moderate Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates <b>OR</b> EDU 5346 Clinical Practice* & Seminar for Mild/Moderate Intern Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates	8 + 1
* <i>Admission to Clinical Practice requires a separate application submitted the semester before enrollment in CP. You must be admitted to Clinical Practice to enroll in this course.</i>	

<b><u>Preliminary Education Specialist Moderate/Severe Credential</u></b>	
EDU 5347 Clinical Practice* for Moderate/Severe Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates <b>OR</b> EDU 5348 Clinical Practice* & Seminar for Moderate/Severe Intern Credential & EDU 5351 Clinical Seminar for Preliminary Education Specialist Candidates	8+1
* <i>Admission to Clinical Practice requires a separate application submitted the semester before enrollment in CP. You must be admitted to Clinical Practice to enroll in this course.</i>	

Prior to filing for the Preliminary Credential, candidates must also:

1. Have a valid CPR certification
2. Complete the CSU Exit Survey (disseminated during Clinical Practice)

## Part 5: CLINICAL PRACTICE

Clinical Practice is the culmination of the educational prerequisites, field experience, and core courses of the Teacher Education Program for Multiple Subject, Single Subject, and Education Specialist candidates. Clinical Practice is a comprehensive program involving mentorship, as well as formative and summative evaluation of Teacher Candidates. The Education Department aims to make this experience a challenging and engaging part of our new teachers' professional preparation.

Clinical Practice is a cooperative effort between school districts and Cal Poly Pomona. The Education Department identifies and establishes partnerships with teachers, public schools, and some non-public special needs schools to prepare students to meet the diverse needs of our surrounding communities and educational systems. Partner schools exemplify the highest professional standards of excellence and support linguistic diversity, multiculturalism, active student learning, critical thinking, and integrated and interdisciplinary curricula.

Clinical Practice is a beneficial and rewarding experience for everyone involved. For Teacher Candidates, it is the long-awaited opportunity to learn first-hand, with the support of an experienced teacher, what it is really like to teach as they apply the educational theory and methodology they have learned in education courses. For teacher interns, it is an opportunity to teach, earn a salary, and receive a wide variety of professional support while learning and completing program requirements. For Cooperating Teachers, this is a unique and rewarding opportunity to contribute to the profession through mentoring and educational leadership, as they share their wealth of skills, materials, and knowledge. Finally, school districts look forward to having candidates in their schools who bring enthusiasm and current knowledge that enrich the school's culture.

Preparing to teach can be understood as a process of apprenticeship. Accompanied by mentors, instructors, and advisors, you participate in a community of learners as you study, implement, and reflect on various elements of good teaching. Your learning trajectory moves you through stages of fuller and increasingly intensive participation as you make progress toward becoming a full member of the teaching profession. You will experience increasing independence as you internalize teaching practices. We encourage you to aim for expertise in all facets of your preparation during the course of Clinical Practice. In some areas you may even manage the next phase, which entails innovation. Throughout, careful reflection will propel your development as a teacher.

### Goals of Clinical Practice

The Education Department has several goals for the Clinical Practice experience:

1. the opportunity to learn from and work with an exemplary teacher, resulting in ongoing and positive professional growth experiences.
2. a professional setting whereby the Teacher Candidate will come to understand and participate in the culture of the school.
3. a realistic teaching-learning environment in which the Teacher Candidate will recognize both the educational and social components of a linguistically rich and culturally diverse population and apply this understanding to their teaching practices.
4. To provide an opportunity to practice exemplary teaching through the entire cycle: planning, teaching and learning, and reflecting

## Credential Pathways

Cal Poly Pomona offers several pathways for candidates to earn a credential.

- **Traditional** candidates take a full-time or part-time course load and then complete their Clinical Practice as a traditional student teacher, under the guidance of a Cooperating Teacher and University Supervisor.
- **Intern** programs provide individuals with the opportunity to work as a paid professional educator while completing a teacher preparation program. Cal Poly Pomona offers the Intern Credential Program in Multiple Subject, Single Subject (not including art education and agricultural education), and Education Specialist credentials. The Intern program is an intensive program which includes university coursework while employed, as a contracted teacher, within a partnership district. Candidates register for Clinical Practice each semester and are under the guidance of a University Supervisor and school-based Intern Support Provider. A separate application and interview are required; contact the Intern Coordinator, Mr. Nick Salerno, [njsalerno@cpp.edu](mailto:njsalerno@cpp.edu), for further information.

## Requirements for Admission to Clinical Practice

Candidates may not register for Clinical Practice unless they have been notified that their application has been approved. They must submit the [Clinical Practice Application](#) with the following items by the due date for the semester in which they wish to enroll:

- Demonstration of subject matter competence through completion of CTC approved course work or passage of all parts of the CSET exam.
- GPA of 3.0
- Completion of all program course work as listed on your Program Plan with a B average, no grade lower than a C.
- Valid Certificate of Clearance.
- Current TB clearance; must be valid through completion of student teaching.
- Approved Clinical Practice application.

## Placement

Candidates may not arrange their own placements. Only the Placement Office is authorized to work with districts to ensure that all legal requirements are met for Clinical Practice assignments. Should you have a request to be placed in a particular district or school, you must submit a written request by email to the Placement Office. No requests are guaranteed. Due to conflict of interest, candidates may not be placed with Cooperating Teachers or in schools where friends and relatives are employed or attend. For various reasons, placement options at times may be limited; therefore, candidates must be willing to accept the placement offered to them.

Districts place Teacher Candidates as a courtesy. All placements are voluntary by the district and Cooperating Teachers. Cal Poly Pomona selects Clinical Practice placements from almost 40 different school districts within our geographic catchment area and with whom we have approved contractual relationships. Districts and schools who are partnered with Cal Poly Pomona for the purpose of providing clinical field experiences are chosen based on explicit criteria from the Commission on Teacher Credentialing (CTC) and the University's Education Department. These criteria include:

- Schools that are culturally and linguistically diverse, include English learners, students with special needs, and those who are economically disadvantaged.
- Schools that demonstrate commitment to collaborative evidence-based practices, continuous program improvement, and place students with disabilities in the Least Restrictive Environment (LRE).
- Cooperating teachers who demonstrate and consistently utilize best teaching practices, including the teaching of reading in their classrooms.

Standard placement assignments are based on the candidate's address on the application, unless other arrangements have been made. Every effort is made to place candidates close to home, but all candidates must be prepared to commute to their assignment if necessary. The placement process can be extremely lengthy, requiring interaction between the university, districts, school principals, and Cooperating Teachers. Students are asked to be patient during this process. Placement is not guaranteed. If a placement request is unsuccessful, the Clinical Practice office will notify the student to withdraw from Clinical Practice and re-submit their application for the following term.

### Time Requirements and Attendance

The CTC requires that all Teacher Candidates complete Clinical Practice, a semester of *supervised teaching* that the CTC describes as a “developmental and sequential set of activities.” Participating in Clinical Practice is part of your professional commitment to become a qualified teacher. Clinical Practice is comprised of five fully scheduled work-days each week, for a full 16-week semester. The definition of a work-day (or a contract day) may change slightly from school to school, and you are asked to follow the standard practice at your placement school. Interns often teach more than one semester. If your school's academic year ends earlier than that of Cal Poly Pomona, work with your University Supervisor to identify supplemental activities and observations you can complete to finish out the remainder of the semester. Teacher Candidates in schools that are on a “year-round” calendar must teach during the entire Cal Poly Pomona semester.

Attendance is a crucial aspect of the Clinical Practice experience. As experiences in the classroom are developmental, it is vital that the Teacher Candidate not miss any time during the Clinical Practice assignment. It is the responsibility of each candidate to:

- Attend each day of the contractual schedule calendared by the school district.
- Follow the school holiday schedule, not the University's (i.e., if Cal Poly has a holiday but your school placement does not, you must attend your placement).
- Attend each day at the assigned school site's classroom for the entire contractual day, as specified by the school district
- Do not take time off for vacations, celebrations, and so on during the semester
- ALWAYS be on time.

We strongly recommend that you refrain from holding other jobs, as participation in Clinical Practice is extremely time consuming and difficult at times.

Illness and emergency-status needs are the only acceptable reasons for absence from the Clinical Practice assignment. If more than three (3) days of absence occur during the Teacher Candidate's assignment, a meeting may be held with the Program Coordinator. At that time, the Candidate may receive a Statement of Concern for absences which interfere with the Clinical

Practice assignment. Interns should follow their school policy for calling in sick. In the event of personal illness or extreme emergency, you are to immediately notify your

- Cooperating Teacher
- School Site Administrative Assistant (who will inform the school site principal)
- University Supervisor

## Part 6: RECOMMENDATION FOR A CREDENTIAL

The Candidate must fulfill the following to be recommended to the CTC for a credential:

1. Complete all requirements as listed on your Program Plan.
2. Maintain an overall B- average in all credential courses.
3. Earn CR in Clinical Practice courses and seminars.
4. Successfully pass the RICA exam (Multiple Subject and Education Specialist Candidates); for more information, see the RICA [website](#).
5. Possess a valid Infant, Child, Adult CPR certification.
6. Provide verification of the U.S. Constitution requirement if not a CSU graduate.
7. Complete the Individual Development Plan.
8. Complete the Exit Surveys.
9. Submission of Mid-Term and Final Evaluations by University Supervisors.
10. File a [Credential Recommendation Request Form](#) and the [Processing Fee Form](#).

### Acceptable Evidence for Mid-Term and Final Evaluations

The University Supervisor and Teacher Candidate may use a variety of evidence to document competencies in the Teacher Performance Expectations, including the Clinical Practice assessment tools (e.g., Collaborative Conversation Guide, Making Content Accessible, etc.), formal and informal observations, observation and post-observation meeting notes, lesson plans, course assignments, samples of student work, written reflections, interviews/discussions with the Cooperating Teacher, and Candidate's documentation of participation in school-based experiences during Clinical Practice (e.g., faculty meetings, IEP meetings, etc.). Candidates are advised to keep a digital portfolio or organized notebook/binder with specific TPE-related documents, lesson plans, reflections, and other pertinent materials.

### Formative and Summative Grading of Clinical Practice

During Clinical Practice, the University Supervisor, in consultation with the Candidate and the Candidate's Cooperating Teacher (or Intern Support Provider), completes all Clinical Practice formative assessment tools and the Mid-Term Evaluation and Final Evaluation, documenting that the Teacher Candidate has met all necessary competencies at the level of a beginning teacher. An earned grade of Credit (CR) is required in Clinical Practice to earn a University recommendation for a teaching credential. During Clinical Practice, a grade of B- or higher will convert to Credit (CR). Grades lower than B- will be converted to No Credit (NC).

When a Candidate is at risk of not passing Clinical Practice, the University Supervisor will work diligently with the Candidate and the Cooperating Teacher to meet the required Clinical Practice competencies. By the end of the semester, should a Candidate perform unsatisfactorily by failing to meet one or more of the knowledge, skills, or dispositions requirements as delineated in credential program standards or TPEs, he or she will earn an NC (failing) grade. Any Candidate who fails Clinical Practice will (a) repeat Clinical Practice the following semester with a Statement of Concern and Action Plan or (b) be removed from the program at the discretion of the Department Chair and the Coordinators. The University reserves the right to enact University appeal procedures in these circumstances (see the University Catalog for further information).

Incomplete grades will only be authorized in cases of emergency and/or lengthy absence due to illness. Each request for an Incomplete grade must be reviewed by the Department Chair and the Coordinators before this grade is recorded by the instructor of record.

## Individual Development Plan

The Commission on Teacher Credentialing requires that each Candidate develop an Individual Development Plan (IDP) prior to the completion of the preliminary program. The IDP includes the individual's strengths and areas of need that will be addressed in the Clear Credential preparation program. The IDP facilitates the transition from initial teacher preparation to a Clear Credential preparation program by building upon the pedagogical knowledge and skills acquired in the Preliminary Credential preparation program. The IDP form is available from the Blackboard Clinical Practice website. Candidates are responsible for keeping their original IDP and submitting a copy to their University Supervisor. When you enroll in a Clear program, you will be required to show your IDP. *Note: Intern Candidates complete the IDP at the end of their final semester of clinical practice.*

## Exit Surveys

As the end of Clinical Practice, Teacher Candidates are required to complete several online surveys to provide feedback and suggestions regarding your credential program and Clinical Practice experiences:

1. CSU Chancellor's Office Exit Survey (also on the "Forms" website)
2. Cal Poly Pomona General Survey of Overall Program
3. Candidate Evaluation of University Supervisor
4. Evaluation of Cooperating Teacher/Intern Support Provider and Clinical Practice
5. Bilingual Program Candidate Evaluation (for bilingual Candidates)

These surveys are anonymous and confidential; data are aggregated and combined for analysis. They provide our program with valuable feedback, so we can make changes as needed. All surveys are sent to you via email. You will have about two weeks to complete the surveys. Please check your Spam/Junk/Clutter folders, in case the emails are directed there.

Cooperating Teachers and Intern Support Providers also receive a survey via email so they can provide feedback and suggestions about our credential programs. Please encourage your CT or Intern Support Provider to check their email and respond to the survey in a timely manner.

## Credential Recommendation

Toward the end of Clinical Practice, you will receive an email sent to your Cal Poly email address delineating the process for applying for your Preliminary Credential. The [Credential Recommendation Request Form](#) is also available on the Credential Programs website. The University's Credential Analysts are available to assist in this process and answer any questions you may have. After the Candidate submits all forms, the Credential Analyst then recommends the Candidate for credential authorization online. The Candidate completes the online application process and pays the CTC credential fee. A confirmation number is provided to the Candidate from CTC. Within 7-10 days, the credential document is viewable and printable from the CTC website. Remember that your Preliminary Credential is good for five years and you must complete a Clear Credential before expiration of the Preliminary.

Teaching credential programs must be completed within 7 years of the time the student begins the first required program course. This time limit also applies to course equivalencies. At the option of the university, this time limit may be shortened for programs that have undergone programmatic changes mandated by the Commission on Teacher Credentialing (CTC). The plan for validation of coursework completed close to the 7-year threshold must be conducted in

consultation with the program coordinator, the department chair, and approved by the college dean. Documentation of the approved plan must be placed in the student's permanent file.

## Part 7: APPROPRIATE CONDUCT

### Statement of Concern

The Education Department uses a Statement of Concern process to address issues with students and/or persistent unsatisfactory performance in courses and Clinical Practice. A student who receives two Statements of Concern at any point during the program will be subject to removal from the Education Specialist program and will not be eligible to reapply for admission. Performance issues in courses are handled by the instructor of record for the course. Significant performance concerns in Clinical Practice are handled by the University Supervisor, the Program Coordinator, and the Department Chairperson. For Clinical Practice, the Statement of Concern, written by the Program Coordinator in consultation with the University Supervisor, identifies issues that may prevent a Candidate from successfully completing a credential program. An Action Plan that provides guidelines for the Candidate to address the identified issue(s) must accompany the statement, with a deadline for completion. The Candidate's work is submitted to the Program Coordinator who, after consultation and careful consideration, makes a determination on consequences and/or follow-up, which may include removal from Clinical Practice or being exited from the program.

### Clinical Practice

During your Clinical Practice experience, you are both a University student and a teacher in your assigned school. Candidates are university students governed by the Cal Poly Pomona [Student Conduct Code](#) and *all* Clinical Practice policies and procedures, including attendance policies. You are also a student in terms of your relationship with your Cooperating Teacher (or Intern Support Provider) and your University Supervisor. As a teacher candidate, you represent Cal Poly Pomona and the College of Education and Integrative Studies in your placement school. You are expected to work and act in a professional manner that reflects well upon yourself, the credential program, and the university.

As a Clinical Practice teacher, you are a guest in classrooms and schools. You are a teacher to your students, their parents, the Principal, and other school personnel. As such, you also must adhere to California's legal requirements for teachers, as well as the policies, rules and regulations of the placement school.

***Teachers and administrators have the right to ask you to leave the school. This will result in a Statement of Concern being placed in your file and may jeopardize your academic standing at Cal Poly Pomona. See the section on "Withdrawal or Removal from Clinical Practice" below.***

### Removal from Clinical Practice

A Clinical Practice Candidate or Intern who violates the Cal Poly Pomona [Student Conduct Code](#); Clinical Practice policies or procedures; [or the policies, rules, or regulations of the placement school](#) may be removed from a placement at the request of University or school site personnel. Teacher Candidates who are unable to complete the semester will receive a grade of NC for the semester. A Statement of Concern will be placed in the Candidate's file. The Candidate may be removed from the credential program. Reasons for removal from a placement include, but are not limited to:

- Violations of the University's [Student Conduct Code, Nondiscrimination and Sexual Harassment](#) policies, or [Violence, Zero Tolerance](#) policies
- Significant lack of content knowledge
- Significant and consistently poor lesson planning
- Consistently inappropriate adaptations for students who are English Learners or students with special learning needs
- Inability to appropriately relate to and work with students in the classroom
- Poor interpersonal skills with students or adults
- Consistent tardiness, early departures, and/or excessive absences
- Inappropriate attire
- Inappropriate use of technology (phones, tablets, computers, etc.)
- Persistent failure to meet the site's expectations for faculty

#### Notes on Withdrawal, Removal, and Appeal:

1. The Teacher Candidate may appeal any withdrawal or removal decisions to the Education Department Appeals and Reinstatement Committee. The Candidate must provide verification and documentation and submit this to the Department Chair. A good faith effort to settle a dispute at the department level must be made before a formal grievance can be filed. Even after filing, efforts to resolve the dispute by informal means should continue. Please consult with the Department Chair as a first step in resolving any dispute. The next step is to appeal to the [Office of Student Success](#).
2. Students who are withdrawing from *all* classes in a semester may want to fill out a Leave of Absence form. This is a separate process, and the form is available from the Registrar's Office.
3. An Intern may not withdraw from Clinical Practice or apply for a leave of absence while employed at a school district as an Intern.

## Part 8: Frequently Asked Questions

- 1. I want to be a special education (i.e., education specialist) teacher. How do I start?**  
 You must enroll in a teacher preparation program through a University or other approved program sponsor (e.g., school district). Learn more about Cal Poly's program by attending an Education Specialist [Orientation session](#). To earn the Preliminary credential, you must be admitted to (1) the University and (2) the program, then satisfactorily complete the required coursework, including Clinical Practice (student teaching or Internship) in a setting appropriate to the credential you are getting.
- 2. Are there different Education Specialist credentials?**  
 Yes, there are five different Education Specialist credentials in California, each designed to teach students with different disabilities. Cal Poly offers only the Preliminary Mild/Moderate Disabilities (i.e., Mild/Moderate Support Needs) and Moderate/Severe (i.e., Extensive Support Needs) credentials. There are also Education Specialist credentials for Early Childhood Special Education, Deaf/Hard of Hearing, and Visual Impairments, which are currently not offered at Cal Poly Pomona.
- 3. What Education Specialist credentials does Cal Poly Pomona offer?**  
 Currently, Cal Poly Pomona offers the Preliminary authorizations for Mild/Moderate Disabilities (i.e., Mild/Moderate Support Needs) and Moderate/Severe Disabilities (i.e., Significant Support Needs); we do not offer the Clear credential. The CTC [website](#) provides information about clearing your credential.
- 4. What's the difference between a Preliminary and Clear credential in the [Education Specialist Credential Program](#)?**  
 The Preliminary credential includes competencies in both general education and basic special education. The Clear credential provides advanced competencies within a particular credential area and includes induction and professional development components. Once you get your Preliminary credential, you have five(5) years to complete the Clear.
- 5. How do I get admitted to the University?**  
 Complete the CSU Teacher Credential Program Admission Application on-line at [www2.calstate.edu/Apply](http://www2.calstate.edu/Apply) (click on "Teaching Credential"). The University application and the Program application should be submitted together.
- 6. How do I get admitted to the Education Department Credential Program?**  
 Complete the program application. [Application documents](#) are available online. Deadlines for submission of applications are strictly enforced; deadline information is on the [website](#).
- 7. I took some courses at another university that look similar to those required at Cal Poly. Can I get the Cal Poly courses waived?**  
 The Education Department has a course equivalency process. You must complete the [Course Equivalency Request form](#) and submit it with required documentation (unofficial transcripts, a copy of the catalog description). The form is reviewed for evaluation. You should receive notification regarding the request for equivalency within a few weeks.

**8. Do you have an online credential program?**

No. Credential and master's courses are offered in a variety of delivery formats, including on-campus (face-to-face), hybrid (part online and part on-campus), and fully online.

The University course schedule indicates the course delivery format. We currently do not offer a fully-online credential program.

**9. I have a job offer to teach special education, and the district wants me to be an Intern. How do I apply for the Intern program?**

Contact our Intern Director Mr. Nick Salerno at 909-869-4721 or [njsalerno@copp.edu](mailto:njsalerno@copp.edu) and check the [website](#) for complete information.

**10. Can I add the Bilingual Authorization to an Education Specialist Credential?**

As of Fall 2019, the Bilingual Authorization is suspended. You may contact the Bilingual program coordinator, Dr. Myriam Casimir at [mcasimir@copp.edu](mailto:mcasimir@copp.edu) for the most current information.

**11. I'm currently finishing my Multiple or Single Subjects credential at Cal Poly Pomona. How do I add the Education Specialist credential?**

If you are currently enrolled in Cal Poly Pomona's Multiple or Single Subject program, you will need to file a "Change of Credential Objective" form and attend the Education Specialist Orientation. Contact the Credential Analyst for complete information.

**12. I'm not currently a student at Cal Poly Pomona, and I already have another credential. How do I get an Education Specialist credential?**

If you are not currently a student, attend the Ed Specialist [Orientation](#) and follow the standard procedure to apply to the University and the Program. Contact the Credential Analyst for complete information.

**13. I'm already teaching in a classroom on an Intern credential. Can I use this setting to complete my Clinical Practice?**

Yes, you may use your employment setting, as long as it is appropriate to the credential you are earning, and it is a school with which Cal Poly has an Intern agreement (contact the Credential Analyst for additional information). Parochial schools and non-public schools (NPS) are ineligible for Clinical Practice credit. See the [Intern program website](#) for more information.

**14. I'm currently teaching in a general education classroom. How can I do Clinical Practice for my Education Specialist credential?**

Clinical Practice (CP) must be completed in a classroom appropriate to the credential being earned. CP requires the candidate to be in the CP setting full-time (full school day) for a full semester (16 weeks). Candidates must make arrangements to complete this requirement.

**15. I teach in a non-public school. Can I use this setting to complete my Clinical Practice?**

We do not allow Clinical Practice in non-public schools (NPS).

**16. I am teaching in an infant or preschool program for children with disabilities. Can I use this setting to complete my Clinical Practice?**

No, this setting is not eligible, because the *Mild/Moderate* and *Moderate/Severe* credentials apply to grades K-12 (up to age 22) only.

**17. What is the GWT?**

The Graduate Writing Test (GWT) is required for admission to the Education Department [Master's Degree program](#) at Cal Poly. If you are only planning to get a credential and not go on for the Master's, then you may get the GWT waived by contacting the Cal Poly [Test Center](#) (909-869-3353); CLA Building 98-P2-004. If you anticipate pursuing a Master's Degree in Education, then you should make arrangements to take the GWT prior to beginning the MA Research Core courses.

**18. Can I get a Master's degree as part of my credential program?**

The Education Department offers the M.A. in Education degree with several emphasis options, including an emphasis in Special Education. Some of the required Education Specialist Credential courses will apply toward the M.A. Information about Cal Poly's Special Education M.A. program can be found on the [website](#).

**19. I have a teaching credential from out-of-state or from another country. How do I get an Education Specialist credential in California?**

This is not an easily answered question, because each state and country has different requirements for earning a teaching credential. The decision as to what additional requirements you will need, if any, comes from the California Commission on Teacher Credentialing (CTC) in Sacramento. If you are already employed in California, you should start with your district's personnel office; they should get information from Sacramento. You can also contact Cal Poly's Credential Analyst in [Credential Services](#).

**20: Am I authorized to teach students with Autism with my preliminary Education Specialist credential?**

Only the Moderate/Severe Disabilities and Early Childhood Special Education credentials include Autism in their authorization statements. For mild/moderate candidates, this means that when you are recommended for a credential, you will also be recommended for the Autism authorization since the Autism-related coursework is embedded in the program.