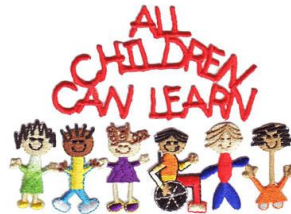

Education Specialist Credential Programs

Student Handbook

Department of Education
College of Education and Integrative Studies
California State Polytechnic University, Pomona



Preliminary Education Specialist Credentials Mild/Moderate Disabilities Moderate/Severe Disabilities

BEGINNING FALL, 2018, THE UNIVERSITY WILL MOVE TO A SEMESTER CALENDAR.
SEE THE [SEMESTER CONVERSION WEBSITE](#) FOR MORE INFORMATION.



CAL POLY POMONA

Table of Contents

Part 1: Welcome and Introduction	3
Part 2: Program Admissions Information	11
Part 4: Clinical Practice.....	26
Part 5: Frequently Asked Questions	31
Part 6: Teacher Performance Expectations	34

Part 1: Welcome and Introduction

Welcome to Cal Poly Pomona, the College of Education and Integrative Studies (CEIS), and the Department of Education. Thank you for your interest in our Special Education programs. Consistent with the University's mission, our programs reflect a polytechnic focus on learning by doing, student success, and appreciation for differences and diversity. We are both pleased and proud to have you join our Department of Education community of learners. We encourage you to become fully active participants in the program so that you can glean as much from your experiences at Cal Poly Pomona as possible.

This Handbook contains a plethora of information on key elements of our programs! Please read it carefully and stay informed about all guidelines and requirements. In addition, the [University Catalog](#) contains course descriptions, required prerequisites, and essential information about registration procedures, fees, and policies. The official and most current information is on the Cal Poly Pomona [website](#). Cal Poly is on the quarter system (Fall-Winter-Spring), with Summer Quarter offered through the Extended University (extension).

BEGINNING FALL, 2018, THE UNIVERSITY WILL MOVE TO A SEMESTER CALENDAR.

SEE THE [SEMESTER CONVERSION WEBSITE](#) FOR MORE INFORMATION.

The Class Schedule (registration information and schedule) that you will need for registration each quarter is available online from [BroncoDirect](#).

NOTE: Although the Department makes every effort to advise and inform students, it is, nevertheless, the responsibility of all applicants and program participants to read and stay informed about all guidelines and deadlines regarding the credential programs. Please refer to the online University Catalog, department bulletin boards, application materials, e-mail announcements, Education Specialist Handbook, Clinical Practice materials, and other university and department brochures and publications for additional and updated information. The Cal Poly Pomona University Catalog, published on the Web, constitutes the university's official document of record, hereafter referred to as the [University Catalog](#). Students are responsible for the information contained in the University Catalog. Failure to read and understand the deadlines and regulations will not exempt a student from whatever consequences may occur.

YOUR CAL POLY EMAIL IS THE OFFICIAL METHOD USED BY THE DEPARTMENT AND THE UNIVERSITY TO COMMUNICATE WITH STUDENTS. CHECK YOUR EMAIL OFTEN.

About The College and the Department

College of Education and Integrative Studies



The [College of Education and Integrative Studies](#) (CEIS) is home to the departments of Education, Ethnic and Women’s Studies (EWS), Liberal Studies, and Interdisciplinary General Education (IGE). The Department of Education offers post-baccalaureate credential, master’s, and doctoral programs. The EWS department focuses on equipping students with the knowledge, analytical skills, and experience necessary to effectively live and work in today's diverse society. The Liberal Studies department instills in students knowledge and ideas across the humanities, social sciences and natural sciences to solve local and global issues. The IGE program offers an innovative, student-centered, project-based program that is an alternative to the customary general education program.

College 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.

Department of Education Mission Statement

The mission of the Education Department of the College of Education and Integrative Studies is to prepare highly qualified educators, school leaders, teacher scholars, and practitioners to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, active learning, application and critical thinking in the practices of teaching, learning, research, and scholarship. We value innovation and social justice through the practices of equity, access, advocacy, and inclusion in the educational process.

Department of Education Conceptual Framework - LEAD

The word “education” derives from the Latin verb “to lead”; thus we view leadership as inherent in the mission of educator preparation. We prepare all educators in our programs for Leadership grounded in Expertise with Application to real-world settings, and a commitment to honor Diversity, technology, and global consciousness in order to promote social justice and the development of human potential in a pluralistic society.

LEADERSHIP by effectively communicating, collaborating and setting an example of advocacy that influences people to come together in promoting transformative educational policies, pedagogies, and practices that champion excellence, equity, and ethical responsibility for all students in diverse classrooms, schools, and communities.

EXPERTISE by engaging in the reflective study, application, synthesis, and evaluation of educational theories, contemporary issues, pedagogical practices, and research findings to

develop an informed, problem-solving perspective that permeates professional inquiry, ethical commitment, and decisive action.

APPLICATION OF KNOWLEDGE by integrating theory, research and reflective practice to render professional judgments and choices in contexts that result in decisions and actions that promote the viability of classrooms of schools and learning and by designing and conducting research that is focused on an educational problem germane to the investigator's professional interests and concerns, systematically studied in an effective, ethical manner, and formally presented as an original contribution to educational scholarship.

DIVERSITY, TECHNOLOGY & GLOBAL AWARENESS by continuing to learn about the world in the context of rapidly emerging social and technological change in order to make informed decisions and take responsible actions to cultivate, develop, and celebrate human potential in all its diverse forms.

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 link theory to practice through field experiences, coursework and anchor assignments, and Clinical Practice.
- Faculty of the Department of Education 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.
- The Intern credential programs (available in Multiple Subjects, Education Specialist, and most Single Subjects programs) serve over 40 districts across the eastern Los Angeles, greater San Gabriel Valley, and western portion of San Bernardino and Riverside counties, allowing candidates to work in public schools while completing their credential coursework.
- With a core faculty of about 30, 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), hybrid (part online and part on-campus), and fully online.
- Cal Poly offers a straightforward path from credential to Master's degree. The majority of candidates who earn their credential at Cal Poly continue to complete the Master of Arts in Education.



So You Want to be a Special Educator!

Being a special education teacher is a very unique 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.

Everyone has high expectations of teachers, and at Cal Poly Pomona, we have high expectations of those who choose to begin programs in special education. As we work toward guiding you to meet the state credential requirements, we ask ourselves: Would we want you to be teaching our children? That is a high standard. It is the same standard you should hold for yourself. Become the special educator you would for want your own children and family!

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. An Added Authorization in Bilingual Education is also offered.

The names of the credential you are seeking may not seem that clear by the state defined title. Learn the correct title of the credential you are seeking. In California, the *Education Specialist* credential is required for teachers in special education and authorizes the holder to work with grades K-12 and up to the age of 22. There are seven¹ different teaching credentials for special education teacher candidates in California. Cal Poly Pomona offers two:

- Education Specialist – Mild/Moderate Disabilities
- Education Specialist – Moderate/Severe Disabilities

¹ Deaf/Hard of Hearing; Early Childhood Special Education; Language & Academic Development; Mild/Moderate; Moderate/Severe; Physical/Health Impairments; Visual Impairments

Two-Level Credential Structure

The Commission on Teacher Credentialing (CTC) issues a two-level special education teaching credential. A five-year Preliminary Education Specialist 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 Education Specialist Credentials. The design of the Cal Poly programs are in accordance with the CTC [Education Specialist Teaching and Other Related Services Credential Program Standards](#) (including revised Teacher Performance Expectations) as adopted by the Commission in 2014.

Preliminary Credential

The *Preliminary Education Specialist Credential* program provides training that emphasizes the core skills and knowledge needed by all special educators, and a cross-section of unique competencies needed to serve students within each credential area. Preliminary Credential programs include coursework and field experience in both special education and general education. Candidates must also satisfy the statutory requirement to learn alternative methods for reading instruction, including passing the RICA (Reading Instruction Competency Assessment) exam. The RICA is not required of individuals who already hold a valid California teaching credential which was issued based upon possession of a bachelor's degree and completion of a teacher preparation program including student teaching.

Clear Credential

Following receipt of the Preliminary Credential, all candidates need to complete Clear Credential preparation in special education ***within five years of the date of issuance of the Preliminary Credential.*** The Clear Credential is intended to enable new teachers to apply their Preliminary credential preparation to the demands of professional positions while also fostering advanced skills and knowledge. There is a focus on induction and professional growth, with each candidate designing (in collaboration with the employer) a Professional Induction Plan. This plan must include any academic requirements plus individualized studies and consultations to address the new teacher's needs. The Clear Credential must be renewed every five years.

Mild/Moderate and Moderate/Severe Disabilities

Preliminary Education Specialist Credential - Mild/Moderate Disabilities

This credential authorizes the holder to teach in grades K-12 (and up to the age of 22). Generally speaking, the Preliminary ES Mild/Moderate credential covers students with the following disabilities:

- Autism
- Learning disabilities
- Mild disabilities (unspecified)
- Mild or moderate intellectual disabilities
- Other health impairments (e.g., Attention Deficit Hyperactivity Disorder (ADHD))
- Serious emotional disturbance (SED)
- Specific learning disabilities (SLD)

Preliminary Education Specialist Credential - Moderate/Severe Disabilities

This credential authorizes the holder to teach in grades K-12 (and up to the age of 22). Generally speaking, this credential covers students with the following disabilities:

- Autism
- Moderate intellectual disabilities
- Multiple handicaps (MH)
- Profound intellectual disabilities
- Serious emotional disturbance (SED)
- Severe disabilities
- Severe intellectual disabilities
- Severe developmental delays (SDD)

Students with disabilities are educated in a variety of settings, ranging from least restrictive to most restrictive. With an Education Specialist credential, you may find yourself working in any of the following:

- Inclusive general education classes
- Resource Specialist Program (RSP)
- Special day classes (SDC)
- Special schools, including nonpublic non-sectarian schools and agencies (as defined in Education Code Sections 56365 and 56366)
- Correctional facilities, including juvenile detention facilities
- Home, Residential, and Hospital settings
- Developmental Centers and other congregate living facilities

College and Department Contact Information

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

College of Education and Integrative Studies

Administrative Support: Ms. Stephanie Rascon, 909-869-2307, strascon@cpp.edu, Bldg. 6-215

Interim Dean: Dr. Nancy Hurlbut, 909-869-2307, nhurlbut@cpp.edu

Interim Associate Dean: Dr. Dennis Quinn, 909-869-2307, dquinn@cpp.edu

Department of Education

Administrative Support: Ms. Kelly Mitchell, 909-869-2358, klmitchell@cpp.edu, Bldg. 6-220

Interim Chairperson: Dr. Teshia Roby, 909-869-4854, teshiaroby@cpp.edu, Bldg. 6-116

Education Specialist Credential

Coordinator: Dr. Barbara E. Bromley, 909-869-2326, bbromley@cpp.edu, Bldg. 94-268

Intern Credential

Director: Mr. Mario Gottuso, 909-869-4721, mgottuso@cpp.edu, Bldg. 6-201

Bilingual Authorization

Coordinator: Dr. Myriam Casimir, 909-869-4776, mcasimir@cpp.edu, Bldg. 94-289

Credential Services

Education Specialist Credential Analyst: Ms. Geri (Bowser) Hunt, 909-869-2306, gabowser@cpp.edu, Bldg. 6-203

Clinical Practice Office

Mrs. Janet Humble (jhumble@cpp.edu) & Mrs. Tami Patterson (tpatterson@cpp.edu), 909-869-2309, Bldg. 6-103

Education Specialist Program Advisors

For advisement regarding Education Specialist credentials:

Student Last Names Beginning with:	Advisor	Phone	Email	Office
A - G	Dr. Barbara Bromley	909-869-2326	bbromley@cpp.edu	94-268
H - O	Dr. Joanne van Boxtel	909-979-5576	jmvanboxtel@cpp.edu	94-271
P - Z	Dr. Heather Wizikowski	909-869-4595	hewizikowski@cpp.edu	94-270

For advisement regarding the Master's degree with an emphasis in Special Education:

M.A. Advisor	Dr. Heather Wizikowski	909-869-4595	hewizikowski@cpp.edu	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. 98-T2 , 909-869-5299. For an application to the University, go online to www.csumentor.edu.
- **[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 Analyst](#)** – 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, 2nd 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.
- **[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. 98-T3, 909-869-3700.
- **[Violence Prevention & Women’s Resource Center](#)** – crisis intervention, advocacy. Bldg. 95, 909-869-3112.
- **[Registrar's Office](#)** – enrollment, registration, transcripts. Bldg. 98-R2-20, 909-869-3000.
- **[Student Health and Counseling Services](#)** – provides basic services to students with illnesses, injuries, or other health-related issues. Bldg. 46-110, 909-869-4000.
- **[Test Center](#)** – 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. 98-P2-004, 909-869-3353.
- **[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.

Part 2: Program Admissions Information

The process of earning a teaching credential includes the following basic steps:

1. Admission to the University (Post-Baccalaureate/Graduate; go to www.csumentor.edu)
2. Completion of prerequisite courses and other requirements (basic skills test, program interview)
3. Admission to the credential program
4. Completion of required core/methods courses
5. Passing subject matter competence exam (CSET) or approved subject matter waiver program
6. Admission to Clinical Practice
7. Completion of all other credential requirements
 - a. Current CPR card
 - b. Passing RICA exam
 - c. Completion of course in US Constitution
 - d. Completion of all required exit surveys

Qualifications: Evaluation of student qualifications as a credential applicant includes:

1. Personal Adjustment: Evidence of satisfactory personal adjustment, habits, interests and attitudes as shown by evaluation instruments, observations, interviews, and faculty ratings.
2. Physical Fitness: Evidence of good physical health.
3. Scholarship: Must meet appropriate GPA at the time of admission, and must maintain a GPA of 3.0 in all classes attempted including Clinical Practice. Credential coursework grades lower than a "C" may not be applied towards completion of credential requirements. Additionally, an earned grade of Credit "CR" is required in each block (quarter) of Clinical Practice to earn a University recommendation for a teaching credential. During Clinical Practice, candidates receiving a grade of B or higher will convert to Credit "CR". Grades lower than B- will be converted to No Credit "NC".
4. Professional Attitude: Documents evidence of ability and willingness to work with pupils, parents and school personnel through successful experiences working with children and youth/or other school related activities.

The University sponsorship of the Credential Applicant is a voluntary act that is offered only when the student has successfully completed (in the judgment of the University) all the professional preparation requirements and qualifications.

Detailed Information on Admissions Requirements

University Admissions Requirements

Candidates must complete the online Graduate Admissions Application found at [CSUMentor](#). Once admitted to the University, you may enroll in the prerequisite courses as required.

- a. **GPA Admission Requirements to the University:** The minimum required GPA is 2.50 (overall baccalaureate or last 90 quarter units). If the GPA is below 2.50, the applicant may appeal for Admission to the University through the Special Consideration process. Students must be admitted to the University in order to apply to the Credential Program.

To apply for Special Consideration:

- i. Schedule an interview with the Department Chairperson;
- ii. Submit a written statement addressing reason(s) for special consideration and status of completing the **Subject Matter** requirements for the credential sought

NOTE: The university admission GPA is lower than the program GPA described below. If you are having difficulty meeting the university GPA requirement, it is unlikely you will be able to meet the credential program admissions minimum GPA. Please think hard about this issue as it plays significantly into admissions decisions.

Program Admission Requirements

Candidates are strongly advised to work closely with the [Credential Analyst](#) to ensure that all admission requirements are met.

- For candidates who have no other credentials, program admission is accomplished by completing the Program Admissions Application packet, which can be found [online](#) or with the Credential Analyst (Bldg. 6-203).
- Candidates changing their major from either MS or SS to ES should contact the Credential Analyst for further information.
- Candidates who already possess a Multiple or Single Subject credential, skip to page 15 for SECAP admissions information.
- Any questions about admissions applications can be directed to the Credential Analyst.

Complete all steps below before the deadline for program admission:

1. **GPA Admission requirements to the Credential Program:** 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 90 quarter units attempted. All Ed Specialist candidates must have completed or be enrolled in prerequisite courses EDS 403, TED 406, TED 407, and GED 400/L. 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. Undergraduates who have completed or are enrolled in the above mentioned courses may apply;
 - Submitted the Program Admissions Packet;
 - 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.

- Status of completing the subject matter requirements for the credential sought.
2. **Orientation:** (Valid for 1 year). Education Specialist candidates must attend an Education Specialist Orientation Session. Candidates considering the Intern program also are required to attend an Internship Orientation session. Orientation schedules are available on the Credential Programs [website](#).
 3. **Student Program Plan:** candidates must complete the Student Program Plan, in consultation with their advisor. You can download Student Program Plans [here](#).
 4. **Program Admissions Interview:** (Valid for 1 year). Candidates will be notified by email of the date/time for admissions interviews. Arrive on time and dress appropriately.
 5. **Basic Skills Requirement:** All applicants must submit proof of passage of the Basic Skills Requirement by the deadline. For all available options in meeting the Basic Skills Requirement, please click [here](#).
 6. **Subject Matter Competency:** Subject Matter Competency is required of all students. Education Specialist Candidates must have a passing score on the appropriate California Subject Examinations for Teachers (CSET) exam for the credential sought. More information is on the CSET [website](#).
 - a. Candidates planning to teach at the elementary level should take the CSET Multiple Subject exam (Subtests I, II, and III).
 - b. Candidates planning to teach at the secondary level should meet subject matter through a passing score on a CSET Specialty Area Exam (all required subtests) or completion of an appropriate subject-matter program in at least one of the following areas: Art, English, Mathematics including Foundational-Level Mathematics, Music, Social Science, or Science including Foundational-Level General Science and Specialized Science.
 - c. Candidates who already have a credential have met subject matter competency and do not need to meet it again.
 - d. NOTE: Districts may require additional subject matter requirements as a condition of hire.
 7. **Field Experience:** Successful completion of a “Supervised Field Experience” is a prerequisite for admission in the Credential Programs. This requirement will be met with successful completion of the prerequisite coursework. Candidates who already have a credential have met this requirement.
 8. **Recommendations:** (Valid for 1 year). 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 K-12. **Please use the Recommendation Forms in the Program Admissions Packet.**
 9. **Statement of Purpose:** In a thoughtful and well-constructed essay, discuss (a) the personal and professional qualities you possess that will enable you to become an effective teacher in a multicultural classroom and (b) your expectations of the Credential Program to further develop those attributes. A form is provided in the [Program Admissions Packet](#). The statement of purpose

must be signed and dated. **All statements must be typed, double-spaced, 12 point, Times New Roman font.** This statement is assessed to meet two purposes: (1) Can you write in an academic and professional manner; and (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? Essays which do not address the writing prompts and/or which contain typo's and errors will be automatically rejected. **Candidates are allowed three attempts for the statement of purpose. If by the third attempt, the essay is still considered unacceptable, the candidate will be denied program admission for that quarter.**

- 10. Certificate of Clearance (Application and Fingerprints):** A copy of a Certificate of Clearance document granted by the California Commission 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](#). If you have not yet obtained a Certificate of Clearance, questions regarding the process may be answered by proceeding to the "Online Certificate of Clearance" information link [here](#). Any further questions may be answered by contacting the Commission Information Services Unit by email at credentials@ctc.ca.gov
- 11. TB Clearance:** Current Negative TB Test (offered at Student Health Center) or chest x-ray. TB clearance is valid for four years and must remain valid throughout Clinical Practice.
- 12. Processing Fee:** There is a \$25 processing fee. Personal checks or money orders may be made payable to **Cal Poly Pomona** and submitted to the Credential Analyst with the Program Admissions Packet. Cash or credit card payments must be made to the Cashier's Office; online payments may be made via BroncoDirect.

US Constitution Requirements: If you are a CSU Graduate, you have already met this requirement. 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. NOTE: This requirement is NOT required for Program Admissions, but must be met at the time of applying for an Intern Credential, or for the Preliminary Education Specialist Credential upon program completion.

Special Education Credential Application Packet (SECAP)

Program admission for those candidates who already hold a Multiple Subject, Single Subject, or other Education Specialist credential is accomplished by completing the SECAP packet, which can be found [online](#) or with the Credential Analyst (Bldg. 6-203). Once you are admitted to the University, you may register for your courses right away. You may complete the SECAP application prior to or during your first quarter of Preliminary ES coursework.

Steps for SECAP Applicants

1. **University Admission** (if you are not currently enrolled at Cal Poly Pomona): available online from [CSUMentor](#). All University admission policies and procedures apply, as stated above.
2. **Orientation:** (Valid for 1 year). Prior to the SECAP application submission, all candidates must attend a mandatory Education Specialist Orientation. The orientation schedule is posted on the Credential Programs [website](#).
3. **SECAP Application & Clinical Practice Application** - available [online](#) or with the Credential Analyst. Includes \$25.00 processing fee.
4. **Student Program Plan:** Candidates should download the appropriate program plan from the website and make an appointment with your faculty advisor to complete the plan. Click [here](#) for program plans.
5. **Recommendations:** (Valid for 1 year). 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 with K-12 students. Former Cal Poly students with a file in the Credential Office less than 2 years old need not turn in additional letters of support.
6. **Current Resume** (including current and past professional experience).
7. **One copy** of all currently held credentials (Multiple Subject, Single Subject and/or Education Specialist)
8. **Sealed transcripts** (for credential program) from all universities besides Cal Poly.
9. **Program Admissions Interview:** (Valid for 1 year). Candidates are responsible for contacting their Education Specialist advisor for an interview. Bring your Program Plan with you. Please schedule your interview well in advance of admissions deadlines to ensure that your advisor is available.

Student Last Names Beginning with:	Advisor	Phone	Email	Office
A - G	Dr. Barbara Bromley	909-869-2326	bbromley@cpp.edu	94-268
H - O	Dr. Joanne van Boxtel	909-979-5576	jmvanboxtel@cpp.edu	94-271
P - Z	Dr. Heather Wizikowski	909-869-4595	hewizikowski@cpp.edu	94-270

General Information about the Preliminary Credentials

Orientation Sessions

The Department of Education offers orientation programs for its credential programs. Detailed information on Orientation dates and locations is available from the Credential Programs [website](#) or office (Bldg. 6-212).

- **General Orientation** – provides an overview of the teaching profession and the teacher preparation program at Cal Poly Pomona. This is [online](#).
- **Internship Orientation** -- required for credential candidates wishing to learn more about and/or enroll in the Intern program. This also is [online](#).
- **Education Specialist Orientation** -- required for admission to all Education Specialist credential programs. Orientation sessions are held on campus.
- **Administrative Credential Orientation** -- please contact Dr. Anthony Avina at 909-869-6710 to schedule an appointment.

Program Admissions Packet or SECAP?

- The [Program Admissions Packet](#) is the application for admission to the credential program for those applicants who do not have any California teaching credentials.
- Candidates changing their major from either MS or SS to ES should contact the Credential Analyst for further information.
- The Special Education Credential Application Packet ([SECAP](#)) is the application for admission to the credential program for those applicants who already possess a Multiple Subject, Single Subject, or Education Specialist Credential and are returning to earn the Education Specialist Credential or an additional ES Credential.
- Applicants wishing to earn *concurrent* credentials in *both* general education (i.e., Multiple or Single Subject) *and* special education (Education Specialist) must complete the Program Admissions Packet. If an applicant is unsure which application to use, contact the Credential Analyst (Bldg. 6-203).
- DEADLINES FOR SUBMISSION OF PROGRAM APPLICATIONS ARE STRICTLY ENFORCED. PLEASE OBTAIN CURRENT DEADLINE INFORMATION FROM THE CREDENTIAL ANALYST (Bldg. 6-203) or [website](#).

Internship Credential Program

Internship programs provide individuals with the opportunity to work as a paid professional educator while completing a teacher preparation program. Cal Poly Pomona offers the Internship Credential Program in Multiple Subject, Single Subject (not including art education and agricultural education), and Education Specialist credentials. The Bilingual Authorization is available for all credentials. The Internship program is an intensive program which includes university coursework while employed within a partnership district. A separate application and interview is required; contact the Intern Director, Mr. Gottuso, for more information (mgottuso@cpp.edu).

Bilingual Authorization

Please contact the Bilingual Coordinator, Dr. Myriam Casimir (mcasimir@cpp.edu), for the most current information on adding the Bilingual Authorization to the Ed Specialist credentials.

Prerequisite Courses

The prerequisite courses are those required to be completed prior to admission to the credential program. You may enroll in any or all of the prerequisites once you have been admitted to the University. While enrolled, attend the necessary orientations, acquire and complete the Program Admissions Packet or SECAP, and make sure that you have completed the TB test and Certificate of Clearance process. Candidates who hold a Multiple or Single Subject credential have already completed prerequisite courses and, when admitted to the University, may register for Core Courses.

Requests to Waive Courses Based on Coursework from Another University

Transcript evaluations of courses taken from another university will be conducted for currently accepted/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 form, available from the Credential Programs [website](#) or Credential Analyst (Bldg. 6-203). Attach a copy of transcripts *along with a copy of the catalog course description for the year taken*. Submit these materials to the Credential Analyst.

Teacher Performance Expectations (TPE's) and the Teacher Performance Assessment (TPA)

The Commission on Teacher Credentialing (CTC) developed, through rigorous research and consultation with California educators, a set of knowledge, skills and abilities beginning teachers should be able to demonstrate. Teaching Performance Expectations categorize these knowledge, skills, and abilities into six domains: (1) Making Subject Matter Comprehensible to Students; (2) Assessing Student Learning; (3) Engaging and Supporting Students in Learning; (4) Planning Instruction and Designing Learning Experiences for Students; (5) Creating and Maintaining Effective Environments for Student Learning; and (6) Developing as a Professional Educator. These domains are very broad, so CTC wrote 13 specific Teacher Performance Expectations that further explain the six domains. The TPE's address multiple skills and knowledge, and provide the basis for teacher preparation course design and assessment of credential candidates.

Education Specialist TPE's are very similar to those for the MS and SS credentials, but include additional content relevant to special education. All required courses for the Mild/Moderate and Moderate/Severe credentials have been redesigned to ensure the TPE's are appropriately addressed. 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.

Anchor Assignments

An Anchor Assignment is an assignment that is required in all sections of a course, regardless of the instructor. Anchor assignments help ensure that candidates are prepared to meet state performance expectations (TPEs) and that the program meets the Program Standards for the credential.

TaskStream

[TaskStream](#) is a web-based software and document support company. It is used by the Department of Education for holding and archiving Anchor Assignments in courses for the Multiple and Single Subject credential programs. Teacher candidates may be required to subscribe to TaskStream in order to upload Anchor Assignments within courses (see TaskStream website for current subscription costs).

Special Assistance and Retention

In order to be retained in the Education Specialist Credential program, candidates must maintain a 3.0 GPA. Within each course, candidates will be assessed according to guidelines established by the CTC. Through courses, candidates have numerous opportunities to demonstrate their written and verbal language proficiency. Candidates in need of additional support are guided to appropriate services and/or additional courses.

Academic Accommodations

Any student who feels s/he 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, phone 909-869-3333. – *Source: Disability Resource Center*

Student Rights and Responsibilities

All members of the university faculty and staff have a primary mission of helping students to make progress toward a degree or credential. Nevertheless, each student is individually responsible for meeting all university requirements and deadlines, as presented in the current Cal Poly Pomona University Catalog and any other announcements of the university, center or department in which he/she is enrolled. The University intends that every member of the campus community be afforded a work and study environment free of discrimination based on race, color, religion, national origin, sex, sexual preference, marital status, pregnancy, age, disability or veteran status. All persons are to be protected from abusive or harassing behavior. Information regarding grievance for students who feel aggrieved in their relationships with the University, its policies, practices and procedures, or its faculty and staff may be obtained from the Office of Student Conduct and Integrity, located in Building 26, room 110, (909) 869-3462. –*Source: Cal Poly Pomona University Catalog*

A good faith effort to settle a dispute 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's Office as a first step in resolving any dispute. The next point of appeal would be the Associate Dean's Office, followed by the Dean of CEIS. In the

event the matter is not resolved at this level, the Office of Student Conduct and Integrity should be contacted.

Student Conduct Code

“The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.... Grounds for Student Discipline: Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.” [Title V (Education); Division 5; Chapter 1; Subchapter 4; Article 2; Section 41301]

The University [Office of Student Conduct and Integrity](#) is the office on campus that is responsible for holding students accountable to the Student Conduct Code. This means handling a wide variety of student misconduct and disciplinary concerns, such as alcohol violations, theft, academic dishonesty [which includes plagiarism and submitting false documentation of field hours and observations], evictions from housing, and more. They engage in an educational process to ensure a fair resolution for violations. In accordance with [Executive Order 1098](#) and [Title IX](#), as implemented through [Executive Orders 1095](#) and [1097](#), the Office investigates issues of student misconduct to determine if there has been a violation of the Student Conduct Code. If students are found responsible for a violation, they receive educational sanctions which can range anywhere from warnings to expulsion from the California State University system.

Violations of the Student Conduct Code are also violations of Teacher Performance Expectation (TPE) 12 (Professional, Legal, and Ethical Obligations) and could result in the student being dismissed from the credential program and/or the University.

Statement of Concern (SOC)

The Department of Education uses a Statement of Concern process regarding issues around the Student Conduct Code and/or persistent unsatisfactory performance in courses and Clinical Practice. 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/or 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 any consequences and/or follow-up.

Program Dismissal

Continued unsatisfactory performance in education courses, field experience, Clinical Practice, and/or unsatisfactory personal adjustment or professional attitude can lead to dismissal from the credential programs. When necessary, the University has the responsibility to remove a candidate from a classroom immediately. **Teachers and administrators have the right to ask you to leave a school. This will result in a Statement of Concern being placed in your file and may jeopardize your academic standing at Cal Poly Pomona.** Unsatisfactory performance is determined by faculty and/or field experience personnel, in consultation with the Chairperson of the Department of Education. If dismissal from the program appears imminent, candidates are notified in writing and advised of appeal and grievance procedures.

Reasons for program dismissal include, but are not limited to:

- Violations of the University's [Student Conduct Code](#)
- Violations of the Cal Poly Pomona *Nondiscrimination and Sexual Harassment* policies (http://www.cpp.edu/~policies/university/administrative/docs/nondiscrimination_sexharassment.pdf)
- Violations of the Cal Poly Pomona *Violence, Zero Tolerance* policies (http://www.cpp.edu/~policies/university/administrative/violence_zero_tolerance.shtml)
- Consistent GPA below 3.0
- Poor interpersonal skills with students or adults
- Inability to appropriately relate to and work with students in the classroom
- Excessive absenteeism
- Inappropriate use of technology (phones, tablets, computers...)

Part 3: Professional Coursework

The following pages detail course requirements for the Preliminary Education Specialist Credentials at Cal Poly Pomona. Choose the page appropriate to your situation and credential goal. Curriculum “road maps” delineate which courses to take each quarter; the department has developed these roadmaps, taking into account prerequisites and schedule restrictions. You should pay attention to these concerns when deviating from this plan. It is the candidate's responsibility to complete their program AND to meet the program's requirements, expectations, and timelines as outlined in the California State Standards for the Education Specialist Credential, the California Teacher Performance Expectations, and in this Handbook. The most current roadmaps are on the Education Specialist [website](#).

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/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 (CP) experiences.

Clinical Practice in Concurrent Credentials. For candidates wishing to earn a MS or SS credential, two quarters (“blocks”) of CP are required. To add the ES credential, an additional one quarter of CP is required in an ES setting appropriate to the credential being earned. It is recommended that at the end of the first credential’s Clinical Practice, students turn in the *Petition to Change/Add Credential Objective* to change their major code to their second credential. This form is available from the Credential Analyst in Bldg. 6-203 or the [website](#).

Planning Your Course Schedule

The Education Specialist Programs utilize some courses in the Multiple Subject programs as well as having courses of its own. Curriculum “road maps” (available on the [website](#)) delineate which courses to take each quarter; the department has developed these roadmaps, taking into account prerequisites and schedule restrictions. You should pay attention to these concerns when deviating from this plan.

REMINDER: All candidates completing a Preliminary ES Credential must complete the Clear Credential before their Preliminary Credential expires.

Course Requirements
Preliminary Education Specialist Credential
Mild/Moderate Disabilities

<u>Prerequisites</u>	<u>Units</u>
TED 406 Educational Psychology (includes 15 hours participation)	4
EDS 403 Introduction to Special Education (15 hrs. observation)	4
TED 407 Education in a Diverse Society (15 hrs. observation/participation)	4
GED 400/400L Educational Computer Literacy	3/1
Total Units	16
<u>Core Courses</u>	
(Candidates must be formally admitted to the Credential Program (Program Admissions Packet or SECAP) before they can take these courses)	
EDS 502 Assessment in Special Education (10 hrs. participation)	4
EDS 504 Positive Classroom and Behavior Management (10 hrs. observation)	4
EDS 507 Research and Legal Foundations in Special Education (5 hrs. participation)	4
TED 422 Science, History, Integrated Arts in Special Education	4
TED 443 Theory & Practice in Reading Education (20 hrs. observation)	4
EDS 512 Diagnosis and Remediation of Reading Difficulties (10 hrs. participation)	4
EDS 520 Teaching Mathematics to Students with Disabilities (10 hrs. observation)	4
EDS 526 Home/School/Community Collaboration in Sp. Ed. (5 hrs. participation)	4
Total Units for Core Courses	32
<u>Clinical Practice</u>	
(Candidates must be formally admitted to Clinical Practice or the Intern program before they can take these courses. Standard candidates take EDS 550 and EDS 551; Interns take EDS 554)	
EDS 550 Clinical Practice I for Mild/Moderate Credential	8
EDS 551 Clinical Practice II for Mild/Moderate Credential	8
EDS 554 Intern Clinical Practice for Mild/Moderate Credential	8
Total Units for Clinical Practice	16
Total Units for Preliminary Credential (not including prerequisites)	48

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 Surveys (disseminated during Clinical Practice)

Course Requirements
Preliminary Education Specialist Credential
Moderate/Severe Disabilities

<u>Prerequisites</u>	<u>Units</u>
TED 406 Educational Psychology (includes 15 hours participation)	4
EDS 403 Introduction to Special Education (15 hrs. observation)	4
TED 407 Education in a Diverse Society (15 hrs. observation/participation)	4
GED 400/400L Educational Computer Literacy	3/1
Total Units	16
<u>Core Courses</u>	
(Candidates must be formally admitted to the Credential Program (Program Admissions Packet or SECAP) before they can take these courses)	
EDS 502 Assessment in Special Education (10 hrs. participation)	4
EDS 504 Positive Classroom and Behavior Management (10 hrs. observation)	4
EDS 505 Teaching Students with Moderate/Severe Disabilities (10 hrs. observation)	4
EDS 507 Research and Legal Foundations in Special Education (5 hrs. participation)	4
TED 422 Science, History, Integrated Arts in Special Education	4
TED 443 Theory & Practice in Reading Education (20 hrs. observation)	4
EDS 512 Diagnosis and Remediation of Reading Difficulties (10 hrs. participation)	4
EDS 520 Teaching Mathematics to Students with Disabilities (10 hrs. observation)	4
EDS 526 Home/School/Community Collaboration in Sp. Ed. (5 hrs. participation)	4
Total Units for Core Courses	36
<u>Clinical Practice</u>	
(Candidates must be formally admitted to the Clinical Practice or the Intern program before they can take these courses. Standard candidates take EDS 560 and EDS 561; Interns take EDS 564)	
EDS 560 Clinical Practice I for Moderate/Severe Credential	8
EDS 561 Clinical Practice II for Moderate/Severe Credential	8
EDS 564 Intern Clinical Practice for Moderate/Severe Credential	8
Total Units for Clinical Practice	16
Total Units for Preliminary Credential (not including prerequisites)	52

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

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

**If Candidate Already Has a Multiple Subject or Single Subject Credential
and wants to get:**

Preliminary Education Specialist Mild/Moderate Credential

Once admitted to the University, candidates may begin coursework. SECAP applications must be submitted within the first quarter of enrollment.

Units Core Courses

4	EDS 502	Assessment in Special Education (10 hrs. participation)
4	EDS 504	Positive Classroom and Behavior Management (10 hrs. observation)
4	EDS 507	Research and Legal Foundations in Special Education (5 hrs. participation)
4	EDS 512	Diagnosis and Remediation of Reading Difficulties (10 hrs. participation)
4	EDS 520	Teaching Mathematics to Students with Disabilities (10 hrs. observation)
4	EDS 526	Home/School/Community Collaboration in Special Education (5 hrs. participation)

Units Clinical Practice*

8 EDS 550 Clinical Practice I for Mild/Moderate Credential

OR

8 EDS 554 Intern Clinical Practice for Mild/Moderate Credential

** Admission to Clinical Practice requires a separate application submitted the quarter before enrollment in CP. You may not register for this course unless you have been admitted to Clinical Practice.*

Preliminary Education Specialist Moderate/Severe Credential

Once admitted to the University, candidates may begin coursework. SECAP applications must be submitted within the first quarter of enrollment.

Units Core Courses

4	EDS 502	Assessment in Special Education (10 hrs. participation)
4	EDS 504	Positive Classroom and Behavior Management (10 hrs. observation)
4	EDS 505	Teaching Students with Moderate/Severe Disabilities (10 hrs. observation)
4	EDS 507	Research and Legal Foundations in Special Education (5 hrs. participation)
4	EDS 512	Diagnosis and Remediation of Reading Difficulties (10 hrs. participation)
4	EDS 520	Teaching Mathematics to Students with Disabilities (10 hrs. observation)
4	EDS 526	Home/School/Community Collaboration in Special Education (5 hrs. participation)

Units Clinical Practice*

8 EDS 560 Clinical Practice I for Moderate/Severe Credential

OR

8 EDS 564 Intern Clinical Practice for Moderate/Severe Credential

** Admission to Clinical Practice requires a separate application submitted the quarter before enrollment in CP. You may not register for this course unless you have been admitted to CP.*

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

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

**If Candidate Already Has An Education Specialist Credential
and wants to get:**

Preliminary Education Specialist Mild/Moderate Credential

Units Clinical Practice

8 EDS 550 Clinical Practice I for Mild/Moderate Credential*

OR

8 EDS 554 Intern Clinical Practice for Mild/Moderate Credential

** Admission to Clinical Practice requires a separate application submitted the quarter before enrollment in CP. You may not register for this course unless you have been admitted to Clinical Practice.*

Preliminary Education Specialist Moderate/Severe Credential

Units Core Courses

4 EDS 505 Teaching Students with Moderate/Severe Disabilities (10 hrs. observation)

Units Clinical Practice

8 EDS 560 Clinical Practice I for Moderate/Severe Credential*

OR

8 EDS 564 Intern Clinical Practice for Moderate/Severe Credential

** Admission to Clinical Practice requires a separate application submitted the quarter before enrollment in CP. You may not register for this course unless you have been admitted to Clinical Practice.*

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

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

Part 4: Clinical Practice

Overview

Candidates are advised to consult the separate [Clinical Practice Handbook](#) for complete information.

Clinical Practice (sometimes called *Student Teaching*) is the culmination of the educational prerequisites, field experience components, and core courses of the Education Specialist program. The Department of Education hopes that this experience will be a stimulating and challenging part of your professional preparation.

Clinical Practice (CP) is a cooperative effort between school districts and Cal Poly Pomona. The Department of Education is committed to preparing students to meet the diverse needs of our surrounding communities and educational systems. With this goal in mind, the Department identifies and establishes partnerships with public schools and teachers that are sensitive to and support linguistic diversity, multiculturalism, active student learning, integrated and interdisciplinary curricula, and critical thinking. The Department strives to identify teachers and schools that exemplify the highest professional standards of excellence.

Clinical Practice is a mutually beneficial and rewarding experience for everyone involved. For each teacher candidate, it is the long-awaited opportunity to learn first-hand with the support of an experienced teacher what it is really like to teach. It is also the opportunity to apply the educational theory and methodology that has been learned in teacher education courses. Teacher candidates bring enthusiasm and current knowledge, and they enrich the school's culture. School districts look forward to having student teachers in their schools. For Interns, this is an opportunity to teach, earn a salary and receive a wide variety of professional support while you learn and complete your credential program requirements.

For Cooperating Teachers (the district teachers with whom Cal Poly teacher candidates are placed), this is a rewarding opportunity to review and share their accumulated wealth of materials, skills, and knowledge. Cooperating Teachers have a unique opportunity to make a significant contribution to the profession through their roles as mentors and educational leaders.

Clinical Practice is a comprehensive program involving both formative and summative evaluation of teacher candidates. Complete information can be found in the separate *Clinical Practice Handbook*, which includes information on the roles and responsibilities of teacher candidates, Cooperating Teachers, and University Supervisors, as well as all CP assessment and evaluation tools.

Goals for Clinical Practice

Goals for the Clinical Practice experience are:

1. To provide a positive and memorable experience for individuals entering the teaching profession.

2. To provide the Teacher Candidate with the opportunity to learn from and work with an exemplary teacher, resulting in on-going and positive professional growth experiences.
3. To provide a professional setting whereby the teacher candidate will come to understand and participate in the culture of the school.
4. To provide a realistic teaching-learning environment in which the teacher candidate will appreciate both the educational and social components of a linguistically rich and culturally diverse population.
5. To provide an opportunity to observe and practice exemplary teaching.

Candidates must submit the Clinical Practice Application (available on the Clinical Practice website) by the due date for the quarter in which they want to enroll. 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. Candidates may not arrange their own placements.

Upon admission to Clinical Practice, Block 1 candidates will be sent an email (to their Cal Poly addresses) with the date, time, and location of a mandatory Orientation meeting on campus. Orientation meetings may be scheduled during quarter breaks. Failure to attend this meeting may result in your placement being given to any candidate still awaiting placement, and you will not be placed until you contact the Supervision Office. Placement is not guaranteed.

In general, Clinical Practice is comprised of five fully scheduled work-days each week, for a full 11-week quarter. The definition of a full work-day may change slightly from school to school, and you are asked to follow the standard practice at your placement school. We strongly recommend that you refrain from holding other jobs, as participation in Clinical Practice is extremely time consuming, and can be difficult at times.

Withdrawal from CP, not showing up, or refusing to return to the placement assignment are serious breaches of Clinical Practice policy. Candidates are advised to review the complete Withdrawal policy in the *Clinical Practice Handbook*.

As a teacher candidate, you represent Cal Poly Pomona and the College of Education and Integrative Studies in your respective placement school. You are expected to work and act in a professional manner that reflects well upon yourself, the credential program, and the university. You must adhere to the University's [Student Conduct Code](#). 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. The Cooperating Teacher and the school Principal have the right and duty to remove a Teacher Candidate from a placement if the Candidate's behavior or work is significantly inappropriate. Teacher candidates who are unable to complete the quarter due to a request for removal from University or school site personnel will receive a grade of NC for the quarter. A Statement of Concern will be placed in the Candidate's file. The candidate may be

exited from the credential program. Candidates are advised to review the complete Removal policy in the *Clinical Practice Handbook*.

Assessment of Candidate Competence

A continuous cycle of formal and informal, and formative and summative assessment of candidate competence characterizes the Preliminary ES program. The assessment process fulfills the requirements of CTC Education Specialist Common Standard 9 and ensures that the assessment system, both during the program and at the conclusion, is systematic, fair, uses multiple measures and multiple sources, and is tied directly to the curriculum. Candidate competence focuses on the CTC Education Specialist Standards and the Educational Specialist Teacher Performance Expectations (TPEs). Traditional measures of course requirements, course examinations, work samples, and fieldwork are used extensively during the university coursework component of the Preliminary program. During the 1-2 quarters of Clinical Practice, the candidate completes 11 weeks (per quarter) of full-time teaching in a classroom appropriate to the credential being earned. The University Supervisor, in consultation with the candidate and the candidate's Intern Support Provider or Cooperating Teacher, completes all Clinical Practice formative assessment tools and the final evaluation forms documenting that the teacher candidate has met all necessary competencies at the level of a beginning teacher.

During Clinical Practice, the University Supervisor, in consultation with the candidate and the candidate's Intern Support Provider or Cooperating Teacher, completes all Clinical Practice formative assessment tools and the Mid-Quarter and End-of-Quarter Evaluation forms, 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 each block of 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".

Recommendation for the Preliminary Credential

Before receiving the University recommendation for a Preliminary Education Specialist Credential, candidates must demonstrate satisfactory completion of state standard areas and Teacher Performance Expectations (TPEs). These areas are designed to be accomplished within the course framework of each required course. Instructors provide opportunities for students to gain and demonstrate competence in the designated areas. Satisfactory completion of state standard areas and TPEs is also met through Clinical Practice.

Other Requirements Prior to Recommendation for the Credential

1. A valid Infant, Child, Adult CPR certification
2. Verification of U.S. Constitution requirement if not a CSU graduate (see p. 16)
3. Complete the online CSU Exit Surveys
4. **RICA** -- Education Specialist Credential teacher candidates must pass the RICA (Reading Instruction Competence Assessment) to fulfill CTC reading methods requirements. Candidates may complete this requirement at any point during their credential program. The RICA requires an additional fee. For more information, see the RICA [website](#).

Credential Recommendation

Toward the end of your final quarter of Clinical Practice, you will receive an email (sent to your Cal Poly email address) delineating the process for applying for your Preliminary Credential. Final credential recommendation forms are also available on the Credential Programs [website](#). The University's Credential Analysts are available to assist in this process and answer any questions candidates you may have. After the candidate submits all forms, the Credential Analyst then recommends 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 off 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. Your Individual Transition Plan (ITP) is required when you start a Clear Credential program.

The following must be fulfilled by the Teacher Candidate to be recommended for a Preliminary Education Specialist credential:

1. Successfully 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.
4. Successfully pass the RICA exam (Multiple Subject and Education Specialist candidates).
5. Complete the Exit Surveys.
6. University Supervisors must submit both the Mid-Quarter and Final Evaluations.
7. File a Credential Recommendation form and the Processing Fee Form (found on the Department of Education website, under "Forms").

Part 5: Frequently Asked Questions

1. I want to be a special ed teacher. How do I start?

You must enroll in a teacher preparation program through a University or other approved program sponsor (e.g., 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 1-2 quarters of Clinical Practice in a setting appropriate to the credential you are getting.

2. Are there different special education credentials?

Yes, there are seven different Education Specialist credentials in California, each designed to teach students with different disabilities. Cal Poly offers only the *Mild/Moderate and Moderate/Severe* credentials. There are also Education Specialist credentials for *Early Childhood Special Education, Deaf/Hard of Hearing, Language and Academic Development, Physical and Health Impairments, and Visual Impairments.*

3. How do I get admitted to the University?

Complete the CSU Graduate Admission Application on-line at www.csumentor.edu.

4. How do I get admitted to the Department of Education Credential Program?

Complete the [Program Admissions Packet](#). If you already have a Multiple Subject or Single Subject Credential (or an Ed Specialist credential) and want to earn a Preliminary Mild/Moderate or Moderate/Severe Education Specialist Credential, complete the [SECAP](#). The applications are available from the Credential Analyst, Bldg. 6-203, or [online](#). Deadlines for submission of applications are strictly enforced; deadline information is on the [website](#).

5. What ES credentials does Cal Poly Pomona offer?

Currently, Cal Poly Pomona offers the Preliminary ES credentials for Mild/Moderate and Moderate/Severe; we do not offer the Clear credential. The CTC [website](#) provides a list of approved Clear programs.

6. Do you have an online credential program?

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.

7. 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. Mario Gottuso (909-869-4721, mgottuso@cpp.edu) and check the [website](#) for complete information.

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

See the Bilingual Authorization [website](#), or contact the Bilingual program coordinator, Dr. Myriam Casimir (mcasimir@cpp.edu), for the most current information.

9. I'm currently finishing my Multiple or Single Subjects credential at Cal Poly Pomona. How do I add the Ed 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 if you have not already done so. Contact the Credential Analyst for complete information.

10. 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 (the [SECAP](#) application). Contact the Credential Analyst for complete information.

11. 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.

12. 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 Department of Education has a course equivalency process. You must complete the [Course Equivalency Request form](#) (available from the Credential Analyst, Bldg. 6-203 or [online](#)) and submit it with required documentation (unofficial transcripts, a copy of the catalog description). The form is forwarded to an appropriate faculty member for evaluation. You should receive notification regarding the request for equivalency within a few weeks.

13. What's the difference between the Program Admissions Packet and the SECAP?

The [Program Admissions Packet](#) is the application you submit if you have no other credentials. Individuals who already have a Multiple Subject, Single Subject or Education Specialist credential and are coming back to get an (additional) Education Specialist credential should submit the [SECAP](#) (Special Education Credential Application Packet).

14. 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 are ineligible for Clinical Practice credit. See the [Intern program website](#) for more information.

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

Clinical Practice (CP) must be completed in a classroom appropriate to the credential being earned. Each quarter of CP requires the candidate to be in the CP setting full-time (full school day) for a full quarter (11 weeks). Candidates must make arrangements to complete this requirement.

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

Some non-public schools are eligible, if they are state certified for students with disabilities. Student teachers in non-public schools may be required to complete one of their student teaching blocks at a public school. See Chapter 4 for the complete policy.

17. 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.

18. What is the GWT?

The Graduate Writing Test (GWT) is required for admission to the Department of Education [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.

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

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

20. 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 the Credential Analyst, Bldg. 6-203.

Part 6: Teacher Performance Expectations for Education Specialist Preliminary Teaching Credential Programs

For the full text of the Teaching Performance Expectations (TPEs), see
<http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html>

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