

SPECIAL EDUCATION PROGRAM

NOTE: This program will change for the 2010-2011 school year to reflect the changes in the CTC Program Standards. Please contact the Program Director for details.

The Special Education Programs at Saint Mary's College offer graduate students a personalized, professional course of study in teaching individuals with exceptional needs.

The unique nature of the programs and the dedicated, supportive faculty and staff provide an individualized experience for all students. The faculty is committed to a holistic approach in teaching and guiding students toward meeting professional goals, thus empowering them in their roles as future educators. The practical nature of the coursework is reflected in the focus on experiential learning and field-based activities. Theoretical information is integrated with effective teaching practices through academic courses and field supervision. All courses provide intensive, current research, curriculum and field experiences designed to address the needs of today's diverse student population.

The programs in Special Education are designed to prepare persons for careers in working with children with disabilities, and to meet the needs of those presently working in Special Education settings who wish to strengthen their expertise. The program has an internship option available for those candidates who qualify. The Saint Mary's School of Education Program offers one specialization: Mild/Moderate Disabilities. This credential meets the requirements for the authorization to teach English Learners. Most courses are offered in the late afternoon and evening sessions.

At the time of admission to the program the applicant must either have fulfilled the California Basic Skills Requirement (BSR) or be registered for the next offering of one of the approved routes to the BSR. Also, the applicant must either be subject matter competent at the time of admission or be registered for the next offering of the appropriate CSET exam or be enrolled in an appropriate CTC-approved subject matter program.

Mission Statement

The mission of the Saint Mary's College Special Education Program is to provide coursework and experiences that will produce committed special educators who are dedicated to their profession and to positive social change.

Requirements for the Education Specialist Level I Preliminary Credential

- The credential requires that the student have earned a baccalaureate degree from a regionally accredited institution or its equivalent. It is strongly recommended that all baccalaureate coursework be completed before entering the credential program.
- Moral fitness review: all credential personnel in California must undergo the CTC's background character review based upon submission of fingerprints to the California Department of Justice and the FBI. Passage of the background check is completed when the CTC issues a document in to the student. This clearance must be completed prior to participation in daily student teaching.
- The credential requires the successful completion of one of the approved routes to fulfill

the California Basic Skills Requirement (BSR).

- All candidates are required to verify subject matter competence by passing the CSET Multiple Subject exam. This requirement must be fulfilled prior to participation in daily student teaching.
- The US Constitution requirement can be met either by passing an examination offered by a California college or university with a CTC-approved teacher preparation program or by successfully completing appropriate coursework in US government or US history at a regionally accredited college or university.
- All candidates are required to pass the Reading Instruction Competence Assessment (RICA) Exam prior to recommendation for the credential.

Student Teaching Placement: Each candidate must successfully complete two teaching assignments: one in an elementary setting and the other in a secondary setting. Before students can participate in a daily student teaching course, they must have completed the CTC moral fitness review and the BSR requirement, be the subject matter competent and have demonstrated competency in the Teacher Performance Expectations.

Education Specialist Credential Level I (Preliminary Credential): Mild/Moderate

Prerequisite Courses

An undergraduate or graduate course in Human Development taken in the past five years.

Required Courses (30.5 units)

Mild/Moderate

SPED 230 - Introduction to Inclusive Education (3)
SPED 233 - Behavioral Supports in the Learning Environment (3)
SPED 242A - Best Practices for Education Specialists: Mild/Moderate (3)
SPED 260 - Literacy Instruction and Assessment (3)
SPED 310 - Foundations in Education (3)
SPED 362 - Student Teaching I: Mild/Moderate (4)
SPED 364 - Student Teaching II: Mild/Moderate (7)
SSTE 274 - Universal Access to Education – EL Module (1.5)
EDUC 541 - Assessment and Program Planning (3)

Note: Coursework may be reduced for individuals who hold a current California Multiple Subject or Single Subject Teaching Credential. Please meet with the Program Director or advisor for an appropriate plan of study.

Education Specialist Credential Level II (Professional Clear): Mild/Moderate

Students must be currently employed in a K-12 setting appropriate for their Education Specialist Preliminary Level I credential to participate in this program. The requirements for the Level II Professional Clear Credential are based on an Individualized Induction Plan, which emphasizes professional growth and development. The Level II Education Specialist Program includes academic requirements, provisions for individual induction plans with support components, and options for some requirements to be met in non-university activities. Level II curriculum

enhances knowledge and competencies developed in Level I and supports the additional Standards including both college and non-university activities (up to 25%). Total required units for the Level II Professional Clear program are nineteen (19). Non-university activities may include workshops, summer institutes, and other training offered through local school districts and agencies. One unit of coursework is equivalent to fifteen (15) contact hours. Students who have not completed the Health and Technology requirements for the Professional Clear Credential must do so in Level II. Within the curriculum, candidates are encouraged to pursue areas of specific interest that they have identified in their Induction Plan. Students choose the minimum of 15 units from the curriculum for the Mild/Moderate and Moderate/Severe Program which follows:

Education Specialist Credential Level II (Clear Credential) Mild/Moderate:

Required Course (19 units [15 units of SMC coursework, 4 units District Activity])

SPED 400 **and** SPED 401- Induction Plan (.5) each
SPED 421 - Technology for Students with Special Needs (3)
SPED 430 - Current Issues and Emerging Practice in Special Education (3)
SPED 434 - Advanced Intervention and Collaboration: Mild/Moderate (3)
SPED 441 - Advanced Assessment, Curriculum and Transition Program Plan (3)
SPED 446 - Positive Behavior Support (2)
SPED 453 - Advanced Practicum in Literacy Instruction (2)
SPED 456 - Health and Medical Issues (2)

Master of Arts Degree: Special Education

The Professional Clear Special Education Credential Program may be extended to earn a Master of Arts degree. Meet with the Program Director and/or your advisor for a plan of study during your first semester in the program. Separate application and admission process is necessary.

Level II Special Education Courses (15 units)

Additional Advanced Courses (selected with your advisor) (9 units)

MATS 501- Great Ideas in Education (3)

Research Courses (9 units)

EDUC 572 - Research Seminar I (3)

EDUC 582 - Research Seminar II (3) (*Prerequisite: EDUC 572*)

EDUC 592 - Thesis (3) (*Prerequisite: EDUC 572 and EDUC 582*) **or**

EDUC 597 - Synthesis Project (3) (*Prerequisite: EDUC 572 and EDUC 582*)

Master of Education Degree: Special Education

The Master of Education Degree in Special Education includes all of the coursework necessary to earn the Saint Mary's College Special Education Preliminary Credential (Education Specialist Credential Level I). Meet with the Program Director and your advisor for a plan of study during your first semester in the program.

*See the "Required Courses" under **Education Specialist Credential Level I: Mild/Moderate** in this *Handbook and Catalog*.

Special Education Required Course (3 units plus the credential)

MATS 501- Great Ideas in Education (3)

Research Courses (9 units)

EDUC 572 - Research Seminar I (3)

EDUC 582 - Research Seminar II (3) (*Prerequisite: EDUC 572*)

EDUC 592 - Thesis (3) (*Prerequisite: EDUC 572 and EDUC 582*) **or**

EDUC 597 - Synthesis Project (3) (*Prerequisite: EDUC 572 and EDUC 582*)

Education Specialist Preliminary Credential Courses

SPED 230 Introduction to Inclusive Education (3)

This course provides a comprehensive survey of the field of special education. Information will be provided on special education history, legislation, programs and service delivery models. The course will also include information on etiology, description, assessment and program planning for students with mild to severe disabilities, and Gifted and Talented. The needs of second language learners and culturally diverse students will be addressed. Additional topics include effective collaboration with parents and other caregivers, as well as other professional and paraprofessional staff. Field observations in a variety of special education classrooms and programs are a requirement for this course.

SPED 233 Behavioral Supports in the Learning Environment (3)

Strategies will be presented for constructing collaborative learning environments that promote positive behavior and active learner participation. Behavior management approaches and classroom design discussed within the context of this course will focus on developing dynamic learning environments that accommodate diverse educational needs and that are centered on positive and proactive learner supports. Students will gain knowledge of components of positive behavior support plans and intervention strategies. Individual, small group and large group supports for success will be addressed. Discussions on the legal aspects of behavioral support, aspects of challenging communication, self-advocacy, systems change, and school violence are included.

SPED 242A Best Practices for Education Specialists: Mild/Moderate (3)

This course involves a skills-based approach to developing a basic foundation in the knowledge and use of best practice related to assessment, curriculum and instruction and management of individuals with mild to moderate disabilities. Course content provides information on effective teaching practices, informal and formal assessment, curriculum development, behavior management strategies, and instructional, environmental and behavioral interventions.

SPED 260 K-12 Literacy Instruction and Assessment (3)

This course is designed for students in the Mild/Moderate and Moderate/Severe Education Specialist Credential Programs. Course content will provide the candidate with a comprehensive and developmental perspective of the reading process and the development of literacy skills for all learners. There will be a focus on underlying theoretical foundations and implications for

instruction. Balanced, literature-based, integrated, collaborative, process-oriented curriculum is emphasized. Current materials, programs, methods, strategies, and research will be reviewed with a best practice perspective toward instructional and assessment practice. Topics central to this course include emergent literacy at all age levels, content-based reading instruction, teaching of comprehension skills and strategies, assessment, and multi-cultural/multilingual considerations in literacy instruction. Strategies for accommodation and modification of the general education curriculum, environment, and teacher-student interactions will be provided which are designed to meet the needs of K-12 students with varying backgrounds, abilities, and needs for support. This course incorporates content included in the READING INSTRUCTION COMPETENCY ASSESSMENT (RICA) and the California English-Language Arts Content Standards.

SPED 310 Foundations in Education (3)

The course will provide an overview of the current theory and practice, as well as the history of General Education in California. The course is also designed to provide an overview of the California K-12 curriculum for candidates for the Level I credential in Mild/Moderate disabilities. Students in the course will begin to document their required 45 hours of observation and direct experience in General Education settings.

SPED 362 Student Teaching I: Mild/Moderate (4)

Student Teaching I is an advanced seminar for students in the Mild/Moderate Disabilities Credential Program. Only students who are doing their Special Education Student teaching assignment should take this course. Before enrolling in this course, a student must have successfully passed CBEST and have met all requirements for Subject Matter Competence. The goal of this course is to develop the basic instructional competencies of students enrolled in the Mild/Moderate Credential Program. Before enrolling in this course, students should meet with the Special Education Placement Coordinator. Student Teaching I involves 90 field hours, scheduled seminar meetings and a one-week takeover. Course grades are determined on a Pass/Fail basis.

SPED 364 Student Teaching II: Mild/Moderate (7)

Student Teaching II is the final student teaching assignment for Educational Specialist Credential students in the Mild/Moderate Disabilities Program. Before enrolling in this course, students should meet with the Special Education Placement Coordinator. Students enrolling in this course must have completed and passed all requirements for Student Teaching I: SPED 362. Student Teaching II includes 200 field hours, scheduled seminar meetings, and a one week takeover. Course grades are determined on a Pass/Fail basis.

SSTE 274 Universal Access to Education – EL Module (1.5)

This course is designed to prepare teacher candidates with the knowledge and skills to effectively organize and implement instruction for students with diverse backgrounds and with diverse learning needs, including English learners and special needs students. This course will examine federal and state laws that regulate programs and services for English Learners and students with special needs, including students with disabilities and gifted and talented. Candidates will demonstrate skills in the use of differentiated instructional strategies that ensure that all students have access and achievement in relation to the academic content standards. Candidates will

demonstrate the ability to create a positive, inclusive climate of instruction for all students in the general education classroom.

Education Specialist Clear Credential Courses

SPED 400 Induction Plan (.5)

SPED 401 Induction Plan (.5)

Development, implementation, and evaluation of the Professional Level II Induction Plan. Course assists candidates in working collaboratively with their college supervisor and district support provider in the development, implementation, and evaluation of the Induction Plan through advising and support activities.

SPED 410 Level II Seminar (3)

This seminar style course provides a forum for students to pursue an advanced level of inquiry in research in the field of special education. Through both group and individual work, students will engage in a review of the current literature on selected topics, and pursue further inquiry in their specific focus areas.

SPED 421 Technology for Students with Special Needs (3)

This course is designed to produce students who are competent and motivated to actively explore technology for personal and professional use. Students will learn to effectively use technology tools, such as telecommunications and multimedia tools to support personal and student learning, be able to design a lesson which integrates technology with core curriculum goals and objectives (and the needs of the student), be able to write specific, individualized education program (IEP) goals which incorporate the use of technology to support learning, evaluate software and internet sites in terms of design, learning strategy strength, ease of use, problems and basic instructional value, demonstrate an understanding of legal and ethical computer use, and explore and evaluate how technological resources can be organized and used to promote learning in educational settings.

SPED 434 Advanced Intervention and Collaboration: Mild/Moderate (3)

This course extends and enriches the Level II student's knowledge of interventions for students with special needs as well as knowledge of effective collaboration strategies. Candidates will gain knowledge and skill in the use of academic and transition curriculum, materials, and instructional methodology and strategies.

SPED 430 Current Issues and Emerging Practice in Special Education (3)

In this course, students will develop a professional perspective of current issues in special education and emerging practices. Students will examine educational policies and practices in relation to fundamental issues, theories, and research in education. Coursework and readings will emphasize the philosophy and history of special education within the context of general education, the laws governing special education services and programs, and the status of special education within society.

SPED 441 Advanced Assessment, Curriculum and Transition Program Plan (3)

This course will develop advanced skills in planning, conducting, reporting, and utilizing formal and informal assessments and evaluations of student learning. In addition, candidates will have an understanding of the continuous nature of preparing students with disabilities for successful adult transition. The course will provide an overview of career and vocational education for all special education students. Career awareness, life skills, assessment, counseling, work experience, development of ITP and IEP vocational component, staff development and transition issues.

SPED 446 Positive Behavior Support (2)

This course involves a skill-based approach to developing advanced behavioral, emotional, and environmental supports to students with complex behavioral and emotional needs in classroom and community settings. Competencies developed during this course include providing a safe and supportive learning environment for all students, descriptive behavioral assessment and functional analysis of problem behaviors, and incorporating environmental, curricular, and behavioral adaptations into a comprehensive plan of positive behavior support. Candidates will learn to teach appropriate alternative behaviors including social and functional communication skills. Candidates will learn to use a data-based approach to assessing the effectiveness of educational and behavioral interventions in the classroom and community.

SPED 453 Advanced Practicum in Literacy Instruction (2)

Study and application of best practices in literacy instruction with emphasis on special needs students in remedial settings, self-contained and general education classrooms.

SPED 456 Health and Medical Issues (2)

Health education addresses both general issues of health and health education in the schools as well as health and medical issues affecting the student with Mild/Moderate/Severe disabilities in a classroom setting.

SPED 499 Advanced Seminar in Special Education (3)

This seminar style course provides a forum for students to pursue an advanced level of inquiry in research in the field of special education. Through both group and individual work, students will engage in a review of the current literature on selected topics, and pursue further inquiry in their specific focus areas.

Added Authorizations for Credentialed California Teachers Prior to the 2010-2011 School Year:

SPED 270 Working with Students with Autism Spectrum Disorder (3)

SPED xxx Working with Students with Emotional Disturbance (2)