

Notre Dame de Namur University
School of Education
Response to Preliminary Education Specialist Program Preconditions [October 2022]
Date: March 15, 2023
Revision submitted: August 28, 2023
Revisions to fix all hyperlinks submitted: March 5, 2024

Precondition	NDNU Response
<p>(1) English Language Skills: In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. <i>Reference: Education Code Sections 44227, 44253.1, and 44283.</i></p>	<p>Foundational knowledge about and strategies for teaching English Language Learners are embedded in all credential courses. Several Educational Specialist courses provide the foundation for preparing candidates to demonstrate their abilities to use alternative methods of developing English language skills. All credential candidates are required to take EDU 4107 Foundations for Teaching English Learners, which also includes a 15-hour tutoring component with students for whom English is a second language, and EDU 4104 Sociological and Multicultural Foundations which exams the sociological and cultural on all aspects of a student's life including language</p> <p>Candidates in the Education Specialist and Multiple Subject programs are required to take EDU 4330 Reading/Language Arts: Primary Grades and EDU 4333 Reading/Language Arts: Upper Grades which focuses on learning and demonstrating knowledge of alternative methods of developing language skills, including reading. EDU 4330 is co-taught by a faculty member who is a Special Education teacher with experience in teaching reading based on the science of reading across grade levels, abilities, and languages skills.</p> <p>The Special Education Curriculum and Instruction Adaptation courses (EDU 4234 Curriculum and Instruction Adaptations: MMSN and EDU 4237 Curriculum and Instruction Adaptations: ESN) provide Education Specialist candidates additional knowledge and skills in alternative approaches to developing English Language skills with special education students.</p> <p>Artifacts and Evidence</p>

	<p><u>Syllabi</u></p> <p>EDU 4104 Sociological and Multicultural Foundations (3) EDU 4107 Foundations for Teaching English Learners (3) EDU 4330 Reading/Language Arts: Primary Grades (3) EDU 4333 Reading /Language Arts: Upper Grades (3) EDU 4234 Curriculum and Instruction Adaptations: MMSN (3) EDU 4237 Curriculum and Instruction Adaptations: ESN</p> <p>Syllabi Course Catalog Descriptions</p>
<p>(2) Assessing Candidates for Subject Matter Competence: The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes:</p> <ul style="list-style-type: none"> • Providing candidates with clear and accurate information in all advising and application materials about all options available to demonstrate subject matter competence, pursuant to Education Code Section 44259(b)(5)(a). • Within the first 60 days of the candidate's admission, the institution must complete an assessment of each candidate's standing in relation to demonstration of the subject matter competence requirement, including whether a coursework evaluation will be needed, and notify candidates of that standing. 	<p>The websites for the Education Specialist Credential provide the follow statement under Admissions Requirements:</p> <p>“Verification of meeting California subject matter requirement or registration for CEST test.”</p> <p>Each applicant must be interviewed by a Program Director before an admissions decision is made. Applicants who are admitted without the subject matter competency requirement will be asked to immediately submit their transcripts to the Credential Analyst for review within 60 days of admission. The Credential Analyst will do an initial review. Newly admitted candidates will receive a letter indicating their status: requirement has been met; portions of the requirement met; requirement has not been met. The letter will include information about how to proceed to fully meet subject matter competency.</p> <p>Artifacts and Evidence</p> <p>School of Education https://ndnu.edu/documents/academics/NDNU-2022-2023-Graduate-Catalog.pdf need link to p, 44</p> <p>Education Specialist Credential website: https://www.ndnu.edu/school-of-education/mase/</p>

<p>Link to Basic Skills and Subject Matter Requirements Evaluation Letter have been tested and are active.</p>	<p>Basic Skills and Subject Matter Requirements Evaluation Letter</p> <p>Credential Analyst Website: https://www.ndnu.edu/credentials-office/</p> <p>Artifacts and Evidence</p> <p>Basic Skills and Subject Matter Requirements Evaluation Letter</p> <p>Credential Analyst Website: https://www.ndnu.edu/credentials-office/</p>
<p>(3) Demonstration of Subject Matter Competence: The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school.</p> <p>A) For Education Specialist programs, the candidate provides evidence of having demonstrated subject matter competence through one of the following methods:</p> <ol style="list-style-type: none"> 1. Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. <i>Reference: Education Code 44259 (b)(5)(A)(i)</i> 2. Passage of a Commission-approved subject matter examination. <i>Reference: Education Code 44259 (b)(5)(A)(ii).</i> 3. Successful completion of coursework at one or more regionally accredited institution of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 	<p>Methods for demonstrating subject matter competence are shared with applicants and admitted candidates through the Credential Analyst website, NDNU catalog, New Student Orientation, and Education Specialist Program Plans.</p> <p>Artifacts and Evidence</p> <p>Credential Analyst website: https://www.ndnu.edu/credentials-office/</p> <p>New Student Orientation Agenda</p> <p>Education Specialist MMSN Program Plan</p> <p>Education Specialist ESN Program Plan</p> <p>Artifacts and Evidence</p> <p>Credential Analyst website: https://www.ndnu.edu/credentials-office/</p> <p>New Student Orientation Agenda</p>

44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. *Reference: Education Code 44259 (b)(5)(A)(iii).*¹

4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with either a major in one of the subject areas in which the Commission credentials candidates or a liberal studies or other major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282.¹
5. A combination of the methods described in 1, 2, or 3 above that, together, demonstrate that the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission.

*Education Code 44259 (b)(5)(A)(v), 44282 (b).*¹

Links to Program Plans for MMSSN and ESN have been redone and tested. They are currently active.

Link to New Student Orientation Agenda has been redone and tested. It is currently active.

[Education Specialist MMSN Program Plan](#)

[Education Specialist ESN Program Plan](#)

NDNU determines that each candidate has met the subject matter requirement prior to granting permission to enroll in their first student/intern teaching seminar. Candidates planning to enroll in student/intern teaching in the Fall semester, must have verification of subject matter competency on file by August 1. Candidates planning to enroll in student/intern teaching in the Spring semester, must have verification of subject matter competency on file by December 1. Candidates are informed of these deadlines multiple times during the program: New Student Orientation, Advising meetings with Program Directors, and on their Program Plan

When candidates are admitted to the NDNU teacher preparation program, they are each given a Canvas CTC Document File. During new Student orientation, they are shown how to upload all their required documents, including verification of subject matter competency, into their CTC Document File. Candidates upload documents as they complete requirements throughout the program.

At the point a candidate will be completing the coursework required to enroll in their first student/intern teaching seminar, the Program Director notifies the Placement Coordinator. The Placement Coordinator then reviews the candidate's CTC Document File, recording the documents in the file in the Student/Intern Teacher Placement Spreadsheet. If any document(s), including confirmation subject matter competence, are missing, the Placement Coordinator contacts the candidate to identify why document(s) are missing and identify how soon the candidate can provide the required document(s). The Placement Coordinator makes sure the candidate understands he/she has a deadline for providing the document(s) in order for a placement to be made in a timely manner and to enroll in student/intern teaching seminar. In addition, the Placement Coordinator confirms that the candidate understands the consequences of not providing the required document(s).

	<p>Artifacts and Evidence</p> <p>New Student Orientation Agenda Spring 2023</p> <p>Education Specialist MMSN Program Plan</p> <p>Education Specialist ESN Program Plan</p> <p>ST.Internship Checklist</p> <p>Sample Student/Intern Teacher Placement Matrix</p>
<p>(3) Demonstration of Subject Matter Competence: The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school.</p> <p>B) For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency prior to beginning early field experiences and throughout the program until such time as it has been determined that the candidate has satisfied subject matter competence. Each candidate in an integrated undergraduate program must have satisfied subject matter competence, or at a minimum completed four-fifths of the Commission-approved subject matter preparation program, prior to beginning daily whole class instruction.</p>	<p>NDNU does not currently have an integrated undergraduate program.</p>
<p>(4) Completion of Requirements: A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential,</p>	<p>Prior to recommending a candidate for the credential, the NDNU School of Education ensures that the candidate meets all legal requirements for the credential.</p>

<p>including but not limited to: Reference: Education Code Sections 44225(a), 44227, and 44283.2(a).</p> <ul style="list-style-type: none"> • Possession of a baccalaureate or higher degree from a regionally accredited institution • Satisfaction of the Basic Skills Requirement • Completion of an accredited professional preparation program • Completion of the subject matter requirement • Demonstration of knowledge of the principles and provisions of the Constitution of the United States • Passage of the Reading Instruction Competence Assessment (RICA)] • Passage of a Commission-approved Teaching Performance Assessment (for candidates enrolling after July 1, 2022) <p>Links to all 4 documents have been tested and are currently active.</p>	<p>When candidates are admitted to the NDNU teacher preparation program, they are each given a Canvas CTC Document File. During new Student Orientation, they are shown how to upload all their required documents into their CTC Document File. Candidates upload documents as they complete requirement throughout the program.</p> <p>At the point a candidate will be completing the coursework required to enroll in their first student/intern teaching seminar, the Program Director notifies the Placement Coordinator. The Placement Coordinator then reviews the candidate's CTC Document File and verifies that all documents required for a candidate to enroll in student/intern teaching are in their CTC Document File.</p> <p>During the final semester of their program, the Credential Analyst meets with candidates in the Second Semester Student/Intern Teaching Seminars to walk them through the credential recommendation process. Candidates meet individually with the Credential Analyst to complete an NDNU Credential Audit Form. The Credential Analyst downloads the final transcript and reviews the candidate file to ensure that it contains all necessary documentation for credential recommendation.</p> <p>Artfacts and Evidence</p> <p>Education Specialist MMSN Program Plan</p> <p>Education Specialist ESN Program Plan</p> <p>Credential Audit Form pASC & SPED</p> <p>Education Specialist Checklist</p> <p>Credential Analyst website https://www.ndnu.edu/credentials-office/</p> <p>NDNU catalog</p>
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	https://ndnu.edu/documents/academics/NDNU-2022-2023-Graduate-Catalog.pdf Link to page 54 in the catalog
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[Date]

Dear [Incoming Student]

The California Commission on Teacher Credentialing (CTC) has a number of requirements that must be met in order to be issued a teaching credentials. Two important ones are the Basic Skills Requirement (BSR) and the Subject Matter requirement (SMR). If you have passed both the CBEST and the CSET, you have met both requirements. If not, there are a number of ways to meet each requirement. See the links below for alternatives.

[Basic Skills Requirement](#) (BSR)

[Subject Matter Requirement](#) (SMR)

We have evaluated your undergraduate transcripts from the following institutions:

The results are as follows:

Basic Skills Requirement: Your undergraduate coursework:

☐ Does not meet the requirement.

☐ Partially meets the requirement—You have met the requirements for the following subtests:

☐ Fully meets the requirement.

Subject Matter Requirement for subject: _____: Your undergraduate coursework:

☐ Does not meet the requirement.

☐ Partially meets the requirement—You have met the requirements for the following subtests:

☐ Fully meets the requirement.

If you have taken coursework from other institutions not listed, or have questions about the evaluation or how to meet one or both of the requirements, please let me know.

Best wishes,

Terrance Hanna
Credentials Analyst
School of Education and Leadership
Notre Dame de Namur University
Tel: (650) 508-3545



School of Education
 New Student Orientation
 Fall 2022 Agenda at Gellert Library
 Wednesday, August 24, 2022, 5:00 -7:30 PM
Refreshments provided – Photos for ID's will be taken

5:00	Caryl Hodges, Dean <ul style="list-style-type: none"> Welcome to NDNU!
5:00-6:00	Randall Sessler: Academic Success Center asc@ndnu.edu
	I Chen: Financial Aid finaid@ndnu.edu
	Julie Steward-Bizewski: Business Office businessoffice@ndnu.edu
	Caryl Hodges <ul style="list-style-type: none"> Library https://library.ndnu.edu/home Email - Library@ndnu.edu Librarians - Hai Huynh hhuynh@ndnu.edu Amber King aking@ndnu.edu
	<ul style="list-style-type: none"> Disability Resource Center Coordinator Sharyn Elise Moore smoore@ndnu.edu Students with Documented Disabilities, if you have a learning disability or other circumstance that requires accommodations, please contact drc@ndnu.edu or 650-508-3670.
6:00-6:30	Refreshments
6:30-7:30	Bonnie Lui - Student Advising <ul style="list-style-type: none"> Email Portal <ul style="list-style-type: none"> Add/Drop What does that mean? Canvas
	Quick Walk through the Student Handbook – Caryl Hodges <ul style="list-style-type: none"> Mission, Values, Hallmarks Code of Conduct Conflict Resolution/Grievance Policy Netiquette CTC requirements

	<p>Terrance Hanna, Credential Analyst and Aspo Normatas, SOE Executive Assistant</p> <ul style="list-style-type: none"> • Uploading Your Documents to Your CTC Required Document Courses File • Deadlines for uploading documents
	<p>Aspo Normatas, SOE Executive Assistant</p> <ul style="list-style-type: none"> • Education Newsletter – Important CTC Updates & Deadlines are announced, our Job Board and other information from School of Education offices and your Dean. This is only released approximately once a month. Please stay current! • Photo Id's • Parking Pass
	Questions & Answers

Important Information You Need to Know and Remember

#1 for all Credential Candidates

- **Basic Skills Requirements:**
[https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667))
- **Subject Matter Competency**
https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2020/psa-20-10.pdf?sfvrsn=4d5d2eb1_2

California Educator Credentialing Examinations website: <http://www.ctcexams.nesinc.com/>

Review California Content Standards and Frameworks: <http://www.education.ca.gov/ci/>

Important websites

California Commission on Teacher Credentialing (CTC): <http://www.ctc.ca.gov/>

California Department of Education: <http://www.education.ca.gov/>

For ALL Credential and MA Candidates

Attendance Policy: Attendance and punctuality at seminars are essential. Since courses meet requirements for a California legislated credential **attendance is mandatory**. *Absences should be for a major illness or family emergency ONLY. Three (3) tardies of 20 minutes will be considered an absence.* Attendance will be taken. There is a limit on how much time a candidate can miss and still receive a passing grade. All missed time and assignments must be made up. If you must be absent or late PLEASE notify the seminar instructor.

For candidates who are employed in schools as the teacher of record, absences to attendance at specific school functions (Back to School night, parent conferences) please notify your seminar instructor of your need to attend these events. You will need to make up time and assignments missed. Please do not schedule other meetings, appointments at times that will make you late for class.

NDNU Email: The university and faculty will contact you using your NDNU email address. Please use your NDNU email when contacting NDNU offices, staff, and faculty. This is a Federal legal privacy issue. Please check that email regularly.

Academic Advising: Please meet with your adviser before you register **each semester** to verify that you are on track to complete the program. Your advisor must clear you for

registration.

Registration: After meeting with Bonnie Lui regarding your course schedule and program plan, check for holds on your account, then register for classes. You do not pay your tuition bill until later. Contact Bonnie Lui for help with registration at blui@ndnu.edu

Add/Drop Date: Check the semester calendar. YOU are responsible for adding or dropping courses by the end of the Add/Drop date. No courses can be added after that date. You can withdraw from a course(s) after this date but will be responsible for paying full tuition.
<https://www.ndnu.edu/documents/academics/2022-2023-Academic-Calendar.pdf>

NDNU Student Handbook: Please read the Student Handbook. You are responsible for reviewing and understanding the information contained in this document.
<https://ndnu.edu/documents/resources/NDNU-Student-Handbook-2022-2023.pdf>

Scholarships and Grants

See list beginning on next page

NDNU Special Education Program
Mild/Moderate Support Needs Program Plan

Name:

ID:

Basic Skills Requirement	Subject Matter Competency Requirements
Certificate of Clearance	Negative tb Test
US Constitution	CPR [Infant, Child, Adult]
*CalTPA: Cycle 1	RICA
*CalTPA: Cycle 2	
50 hours General Education classroom:	

*Requirement for candidates admitted after July 1, 2022

MMSN Education Specialist Credential		Course Schedule
Course Number Title	Units	
Foundation All Credential candidates		
EDU 4100 Psychological Foundations	3	
EDU 4104 Sociological/Multicultural Foundations	3	
**EDU 4107 Foundations for Eng. Lang. Learners	3	
EDU 4116 Health Education	1	
Total Foundation Units	10	
SPED Foundation Courses All candidates		
**EDU 4200 SPED Program Mgmt	3	
**EDU 4203 Clinical Assessment	4	
EDU 4207 Tech in SPED	3	
EDU 4209 Counseling in SPED	3	
EDU 4230 Student/Intern Teaching I ES	4	
EDU 4231 Student/Intern Teaching II ES	4	
Total SPED Foundation Units	21	
C&I Mild/Mod Candidates		
**EDU 4234 Curriculum Mod: M/M	3	
EDU 4336 Curr: Elem Math	2	
EDU 4337 Curr: Elem Soc. Science	1	
EDU 4338 Curr: Elem Science	1	
EDU 4330 Reading/LA: Primary	3	
EDU 4333 Reading/LA: Upper	3	
Total C&I Courses	13	
Total Units for M/M Credential	44	
MA Course		
EDU 4880 Portfolio/Capstone	3	
Total Units for Credential + MA degree	47	

Notes:

****Foundation courses required prior to enrollment in student teaching.**

Test Requirements for Student Teaching:

Two requirements are required to begin student teaching (by August 1 to advance to student teaching in the fall semester; by December 1 to advance to student teaching in spring semester):

Basic skills requirement (Reading/writing/mathematics up to 8th grade level): Meet requirement through undergraduate/graduate course work or CBEST test. To have your transcripts review, contact Credential Analyst.

CTC website: [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667))

Subject Matter Competency: Meet requirement through undergraduate/graduate courses work, CTC approve subject matter waiver program, CSET test or a combination of these. To have your transcripts review, contact Credential Analyst.

CTC website: https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2020/psa-20-10.pdf?sfvrsn=4d5d2eb1_2

Requirements for an Intern Credential: Subject matter competency; courses required to meet the 120 hour pre-service component; approval of Program Director, intern credentials valid for 2 years, however a certificate may be valid for 3 years for candidates in a specialist credential. Note: To be hired as an intern, the district must confirm with NDNU there is not a lack of available qualified certificated persons holding the credential to fill the position for which you are hired.

Financial Aid, Scholarships, Grants

Financial Aid: <https://www.ndnu.edu/plan-your-finances/> Minimum 6 units = part-time student; 12 units = full time student for Financial Aid

NDNU Endowed Scholarship Application: <https://www.ndnu.edu/plan-your-finances/endowed-scholarships/>

Golden State Teacher Grant: <https://gstg.csac.ca.gov/>

NDNU Special Education Program
Extensive Support Needs Program Plan Options

Name:

ID:

Basic Skills Requirement	Subject Matter Competency Requirements
Certificate of Clearance	Negative tb Test
US Constitution	CPR [Infant, Child, Adult]
*CalTPA: Cycle 1	RICA
*CalTPA: Cycle 2	
50 hours General Education classroom:	

*Requirement for candidates admitted after July 1, 2022

ESN Education Specialist Credential		Course Schedule
Course Number Title	Units	
Foundation All Credential candidates		
EDU 4100 Psychological Foundations	3	
EDU 4104 Sociological/Multicultural Foundations	3	
**EDU 4107 Foundations for Eng. Lang. Learners	3	
EDU 4116 Health Education	1	
Total Foundation Units	10	
SPED Foundation All candidates		
**EDU 4200 SPED Program Mgmt	3	
**EDU 4203 Clinical Assessment	4	
EDU 4207 Tech in SPED	3	
EDU 4209 Counseling in SPED	3	
EDU 4230 Student/Intern Teaching I ES	4	
EDU 4231 Student/Intern Teaching II ES	4	
Total SPED Foundation Units	21	
C&I: Mod/Severe Candidates		
**EDU 4237 Curriculum Mod: M/S	3	
EDU 4251 Teach Students w/ Motor, Sensory & Health Needs (Spring Semester ONLY)	2	
EDU 4252 Core Curr. Access Students w/ Severe Disabilities (Fall Semester ONLY)	2	
EDU 4330 Reading/LA: Primary	3	
EDU 4333 Reading/LA: Upper	3	
Total C&I Courses	13	
Total Units for M/S Credential	44	
MA Course		
EDU 4880 Portfolio/Capstone	3	
Total Units for credential + MA degree	47	

Notes:

****Courses required prior to enrollment in student teaching.**

Test Requirements for Student Teaching:

Two requirements are required to begin student teaching (by August 1 to advance to student teaching in the fall semester; by December 1 to advance to student teaching in spring semester):

Basic skills requirement (Reading/writing/mathematics up to 8th grade level): Meet requirement through undergraduate/graduate course work or CBEST test. To have your transcripts review, contact Credential Analyst.

Subject Matter Competency: Meet requirement through undergraduate/graduate courses work, CTC approve subject matter waiver program, CSET test or a combination of these. To have your transcripts review, contact Credential Analyst.

Requirements for an Intern Credential: Subject matter competency; courses required to meet the 120 hour pre-service component; approval of Program Director, intern credentials valid for 2 years, however a certificate may be valid for 3 years for candidates in a specialist credential. Note: To be hired as an intern, the district must confirm with NDNU there is not a lack of available qualified certificated persons holding the credential to fill the position for which you are hired.

Financial Aid, Scholarships, Grants

Financial Aid: <https://www.ndnu.edu/plan-your-finances/> Minimum 6 units = part-time student; 12 units = full time student for Financial Aid

NDNU Endowed Scholarship Application: <https://www.ndnu.edu/plan-your-finances/endowed-scholarships/>

Golden State Teacher Grant: <https://gstg.csac.ca.gov/>

Name

Program

Date

Student Teaching Checklist

- ☐ CBEST Date: _____
- ☐ CSET Dates: _____
- ☐ Fingerprint clearance: ☐ Fingerprints done ☐ Prints cleared on CTC website
- ☐ TB
- ☐ Release of Liability Form
- ☐ 40-hours exp.

Internship

All of above PLUS:

- ☐ Approval of director
- ☐ Letter from school
- ☐ Pre-service coursework
- ☐ U.S. Constitution Requirement Mode: _____
- ☐ NDNU Intern Orientation Agreement
- ☐ Application for credential recommendation

Follow Up Contact

Date	Phone or email	Notes	Result	

☐ OK for student teaching/ Internship _____
Initial Date

☐ Added to Matrix

**Education Specialist
Preliminary Credential**

MMSN⁺ ☐ ESN⁺ ☐

Effective Date:

Name:

Student ID#:

Email:

Entrance to program

Bachelors posted on transcript	<input type="checkbox"/>	Univ: _____
Prior teaching credential? <input type="checkbox"/> No <input type="checkbox"/> Yes; submit copy to admissions+ prog. director + cred. office		

For Fieldwork (Student Teaching or Internship) Above, plus:

Basic Skills Requirement (BSR)	<input type="checkbox"/>	CBEST Date _____
	<input type="checkbox"/>	Coursework
Subject Matter Competency	<input type="checkbox"/>	<input type="checkbox"/> CSET: Subj. _____ Date _____
		<input type="checkbox"/> Coursework: _____
		<input type="checkbox"/> Hold Calif. Gen. Ed. credential _____
Negative TB test w/in 2 years	<input type="checkbox"/>	Date _____
CTC Certificate of Clearance (fingerprints)	<input type="checkbox"/>	www.ctc.ca.gov

Course	course#	Units	Completed	Sub.	Signed
Teach English Lang Learners ELL	4107	3	<input type="checkbox"/>		
Special Ed Program Mgmt	4200	3	<input type="checkbox"/>		
Curriculum & Instructional Adaptations (pre-/co-requisite:4200)	4234 M/M 4237 M/S	3	<input type="checkbox"/> 4234 MMSN <input type="checkbox"/> OR 4237 ESN <input type="checkbox"/>		
Clinical Assessment§	4203	4	<input type="checkbox"/>		

Internship credential requirements: Above + Constitution + Offer ltr. + Approval of placement coord.

U.S. Constitution requirement: Approved course, CSU grad, or NDNU online exam: www.USConstitutionExam.com	<input type="checkbox"/> College Course _____ OR <input type="checkbox"/> Exam date _____ OR <input type="checkbox"/> CSU grad _____	Met <input type="checkbox"/>
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Intern Only: Offer of employment by approved public school dist	<input type="checkbox"/>
Intern Only: Approval of program director <input type="checkbox"/> and placement coordinator <input type="checkbox"/>	<input type="checkbox"/>
Intern Only: Active MOU w/ district <input type="checkbox"/> Completed ICAP (IAF) <input type="checkbox"/> Orientation agreement <input type="checkbox"/>	<input type="checkbox"/>

For Preliminary Credential: All the above, plus: **+**

Requirement/ Course	course #	Units	Completed	Substitution	Form signed
Student/Intern teaching I	4230	4	<input type="checkbox"/>		
Student/Intern teaching II	4231	4	<input type="checkbox"/>		
Technology for SPED	4207	3	<input type="checkbox"/>		
Health Education	4116	1	<input type="checkbox"/>		
Counseling in SPED	4209	3	<input type="checkbox"/>		
Soc/Multicultural found.	4104	3	<input type="checkbox"/>		
Psych & Dev. found.	4100	3	<input type="checkbox"/>		
*Reading Primary	4330	3	<input type="checkbox"/>		
*Reading Upper	4333	3	<input type="checkbox"/>		

MMSN take:

*Curriculum Math	4336	2	<input type="checkbox"/>		
*Curriculum sci	4338	1	<input type="checkbox"/>		
Curriculum soc sci	4337	1	<input type="checkbox"/>		

Total: 43 units

ESN take:

Teach stud w/mtr/sensry/hl	4251	2	<input type="checkbox"/>		
Core Curr; severe disablty	4252	2	<input type="checkbox"/>		

Total: 46 units

40 hours observation in Gen. Ed. classroom; signed form to Cred. Office	<input type="checkbox"/>
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For credential:

<input type="checkbox"/> RICA	Date _____
<input type="checkbox"/> CalTPA	Scores submitted to Credentials Office by CalTPA director
<input type="checkbox"/> CPR card	Adults/children/infants (cards are valid for 2 years)
<input type="checkbox"/>	Request for Recommendation (Audit) form; <i>available on NDNU credential website under "forms"</i>
\$80 NDNU Audit Fee: Business Office will bill you Exempt: <input type="checkbox"/> Internship <input type="checkbox"/> previous (non-intern) NDNU cred	

*Concurrent enrollment in student teaching **is required.**

§Concurrent enrollment with fieldwork is OK

† Dual recommendation for MMSN + ESN requires both 4234 + 4237 AND a 3rd semester of fieldwork

NOTRE DAME DE NAMUR UNIVERSITY
School of Education and Leadership
APPLICATION for CREDENTIAL RECOMMENDATION to the CTC
Special Education OR Administrative Services

Teaching credentials are not issued automatically upon completing the program. All California educational credentials are issued by the California Commission on Teacher Credentialing (CTC) on the basis of a recommendation from NDNU. You must complete, sign, and submit this application form in order to be recommended to the CTC.

Directions: Preliminary Credential

1. Complete the attached NDNU *Application for Credential Recommendation* and submit to Terrance Hanna in the NDNU Credentials Office (Gellert Library) by email to thanna@ndnu.edu, postal mail or in person. Your student account will be assessed \$80 by the Business Office. Only one audit fee is required for both the credential and the Masters degree.
Exempt from fee:
 - Applications for Internship credentials
 - Candidates who have earned a previous preliminary (non-internship) credential at NDNU
2. After submission of your *Application for Credential Recommendation*, the Credential Analyst will audit your file for completeness. Any course substitutions (based on experience, or on courses taken elsewhere) need a course substitution form signed by your advisor and relevant official transcripts in your credential file.
 - a. SPED Candidates: Be sure you have a) submitted a copy of a valid CPR card (Adults/children/infants) (email to thanna@ndnu.edu) b) completed the US Constitution requirement (course, exam or CSU grad), and c) passed the RICA. You will be notified of any missing documentation or requirements.
 - b. Administrative Services Candidates: Be sure you have a) selected preliminary or Certificate of Eligibility b) submitted verification of 5 years of full time teaching experience on preliminary teaching credential (not counting internship)
3. Within approx. 10-14 days of NDNU recommendation, the CTC will send you an email to the address they have on file. To check or change your CTC email address go to www.ctc.ca.gov. Electronically complete the form they send and pay the State of California credential fee. (currently \$100) **You must complete this step to be issued a credential by the CTC.** In 10-14 days after payment of the state fee, you will receive your credential from the CTC by email. Your “official” credential is on the CTC website ctc.ca.gov, which is available for employers to check. The CTC now offers a “suitable for framing” document on their website under “How to view and print your document.”

Directions: SPED Internship Credential:

Same as above, except no CPR card, RICA or \$80 NDNU audit fee required.

Requirements: University Internship Credential

1. Exams (CBEST and CSET), coursework and fieldwork prerequisites must be completed.
2. Must have fingerprints cleared (see below), US Constitution requirement met, negative TB test on file.
3. Must submit completed, signed IAF form to Placement Coordinator who will send written approval of specific internship to Credentials Office.
4. Must submit verification of district's internship offer (letter, contract or email from HR).
5. Check "internship" box on form and **specify district and contact name** . (continued next page)

CTC Certificate of Clearance with LiveScan fingerprints: You must have your fingerprints cleared **through the CTC** to be eligible for a credential. To check if you have been cleared by the CTC go to www.ctc.ca.gov , and click "look up an educator" If you have a credential, sub credential, or "certificate of clearance" you have been cleared. If not, follow the procedures listed here: [How to apply for a certificate of clearance](#). You may have done fingerprints before for private school or a public school district, but the CTC requires fingerprints to be submitted and cleared through the CTC in order to issue credentials.

Notes:

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- **Don't forget to sign and date form**

Master's candidates: Masters Degree candidates MUST ASLO complete Graduate Audit Form for the graduate degree. See Office of the Registrar (650-508-3521) for information.

Graduation: Program completers are invited to participate in the **Spring Commencement Ceremonies!** If you are a Credential-only student and would like to participate, you must submit a completed [Petition to Walk Form](#) to the Credentials Office no later than February 1. Masters-only and Masters/Credential students should contact the Registrar's Office (650-508-3521) for forms and deadlines. Questions about guest tickets, gowns and academic regalia, parking, etc. should be directed to the Graduation Center (650-508-3725)

Certificate of eligibility (for ASC Candidates): Because the Administrative Services Credentials are two tiered and candidates in have 5 years to complete the "clear" requirements, candidates should apply for the preliminary credential ONLY if they have secured employment as an administrator. In order to avoid "starting the clock" on Clear requirements, Administrative Services program completers without an administrative position or employment offer may be issued a "Certificate of Eligibility" for the preliminary credential by the CTC [a "placeholder" of sorts, which verifies completion of requirements and does not expire] and may apply for the preliminary credential when an administrative position is secured. Once the preliminary credential is issued, the 5 year "clock" for completing clear requirements starts ticking.

SPED Clear Credential: To clear your credential typically requires a two year induction (BTSA) program through your employing school district. Under limited circumstances, those working in private schools may complete a CTC-approved university- or district-based clear program.

Address Changes: Please be sure to update mailing address changes with the REGISTRAR'S OFFICE.

Questions? Credentials Office: Gellert Library
 Terrance Hanna, Credentials Analyst
 Email: thanna@NDNU.edu Phone: (650) 508-3545

Please keep copies of basic skills and subject matter competency verification, fingerprint forms, course substitution forms, etc., submitted to the Credentials Office or the University. Many of the documents required for your credential will be required later for employment.

Credential Recommendations will be processed when ALL requirements have been met and all financial obligations, including \$80 processing fee, are cleared through the Business Office.

Information:

Last Name	First Name	Initial/Middle	Other last names used
Personal Email address			Social Security Number
Phone number	Date of Birth	NDNU ID#	Completion Semester

A. SPED ☐ **Mild/moderate (MMSN)** ☐ **Moderate/Severe (Extensive Support Needs—ESN)**
Candidates:

Credential type for which you are CURRENTLY applying: (Internship or Preliminary)

☐ **Preliminary** (for those who have completed program/CTC requirements)
☐ **Internship**—(No audit fee)
Required: 1. Name of School District _____
2. Contact name and phone _____
3. District employment offer letter or form CL-777.1
 ☐ attached ☐ submitted previously

Confirm requirement completion: CBEST: ☐ Passed test ☐ Substituted courses ☐ combo ☐ other
CSET: ☐ Passed test ☐ Substituted major ☐ courses ☐ combo

B. Administrative Services Credential Candidates: ☐ **Preliminary** ☐ **Certificate of Eligibility**
Required: Letter or verification of 5 years of full-time teaching experience

Candidate Signature	Date
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Fee Exemption
<input type="checkbox"/> Internship
<input type="checkbox"/> Prior NDNU Credential _____

Education Specialist MMSN and ESN Credentials

Catalog and Syllabi Course Descriptions

All Education Specialist Candidates

EDU 4100 Psychological and Developmental Foundations of Education (3)

- Catalog Description: Investigates and critically appraises insights derived from psychology, especially as they pertain to the teaching learning process for diverse classrooms of today. Explores theories from behavioral, humanistic, developmental, and cognitive psychology that are relevant for education. Considers effects on student learning, teacher expectations, classroom climate (affective and cognitive), classroom management, planning, diversity factors, learning styles, individual differences, motivation, and evaluation.
- Syllabus Course Description: Educational psychology is an interdisciplinary subject that incorporates human development, learning strategies, intelligence, motivation, measurement, and classroom management. An emphasis is placed upon developing a consistent theory and philosophy (personal) based upon the preponderance of current research including, but not limited to such areas as brain-based learning, multiculturalism, gender, and socioeconomic status. Educational Psychology 4100 is a foundation (overview) course; therefore, all the pedagogical teaching competencies in document SB 2042 and SB 1209 and identified as the Teaching Performance Assessment (TPA) are addressed. In addition, CTC Program Standards addressing the preparation to teach English learners are also included (TPE 7). Concepts critical to topics covered in the state-required Performance Assessment for California Teachers assignment are also incorporated.

EDU 4104 Sociological and Multicultural Foundations (3)

- Catalog Description: Analyzes major influences on American education, including social, cultural, historical, political and economic influences. Explores contemporary issues in education, such as the nature of culture, the purposes of public schooling, the profession of teaching, the social structure and education, equality of opportunity, and multicultural education.
- Syllabus Course Description: This course is designed to provide educators with an introduction to the sociological and multicultural foundations of the American educational system. We will examine the role of schools in the development of identity as well as the reproduction of systems of privilege and oppression. We will examine economic, political, social and cultural factors at play in society and their effects on the classroom. Using these new understandings, we will examine our own professional practice and ways to work more equitably from within our own contexts and classrooms.

EDU 4107 Foundations for Teaching English Learners (3)

- Catalog Description: Examines theories of second language acquisition and historical perspectives of bilingual education. Explores factors affecting first and second language acquisition and bilingual education with an emphasis on instructional strategies. Includes class participation demonstrating knowledge of the content and field observations whenever possible. Covers Specially Designed Academic Instruction in English (SDAIE) competencies.
- Syllabus Course Description: This course focuses on English language development (ELD) and strategies for English learners (EL) to develop academic language, comprehension, and knowledge in the subjects of the core curriculum. ELD standards are introduced and discussed. Candidates learn the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, and strategies for teaching English language development (ELD) and specially designed academic instruction in English (SDAIE). They learn about state and federal legal requirements for the placement and instruction of English learners. Theories and models of dual language development as well as psychological,

sociocultural, political, and pedagogical factors that affect first and second language acquisition and development are explored in this course. This includes phonology, morphology, syntax and semantics with special focus on phonemic awareness, spelling patterns, morphemes and vocabulary. Students will learn about early intervention techniques for support, scaffolding and differentiation, formative and summative assessments including development and implementation. Teacher candidates will develop lessons that support ELD and gain practical experience with EL students in the field working with a non-profit literacy program that requires ongoing assessment and support in both fluency and comprehension in the areas of reading, writing, speaking and listening with literacy as the primary area of focus.

EDU 4116 Health Education (1)

- Catalog Description: This course introduces students to the concept of health promotion through school health education. Current information, health education resources and teaching strategies will be introduced, applied and discussed. This course fulfills the California Teacher Credential Health requirement. *This course does NOT include CPR/First Aid training and certification.*
- Syllabus Course Description: Same as Catalog description; Learning Outcomes: Health Awareness - Provide a review of the most common health issues of children and adolescents so that teachers may help students effectively deal with these health problems and understand how they might effect the student experience and classroom environment; Student Wellness - Provide the rising teacher with an understanding of his/her responsibilities regarding health services: observation, referral, follow-up, community resources, etc. in order to create a safe and healthy classroom community for all; Self-care - Assist participants in examining their personal values and those of their students in relation to health attitudes and content with a goal of creating a self-care plan to enable them to thrive as teachers and sustain themselves in this rewarding career.

EDU 4200 Special Education Program Management (3)

- Catalog Description: This course is designed as a seminar focusing on the coordination procedures and implementation of laws, regulations, and other requirements related to special education. The focus is on ethics, policies, and related issues for teachers of students and adults with disabilities. Topics also include training and supervision of instructional aides, staff development/in-service functions, coordination and scheduling of IEP and ITP meetings, monitoring the referral process, inclusion of special education students in the regular education classroom, record keeping, and familiarity with student and parent rights.
- Syllabus Course Description: This is a project-based course which is designed for the special educator to assist in developing an understanding of the procedural requirements to meet the needs of students with disabilities.
 - Topics include:
 - Implementation of laws and procedural requirements
 - Implementing the staff development requirements
 - Development of the IEP and BIP Including IEP Team Meeting Simulations
 - Transition planning
 - Special education referral process
 - Assistance with including students with special needs in regular classroom settings
 - Record keeping and paperwork requirements
 - Parent and student rights
 - Responsibilities of Collaborative Teaching
 - RTI

EDU 4203 Clinical Assessment (4)

- Catalog Description: This course is designed as a survey course of diagnostic assessment tools used by special education teachers. Competencies and understanding of the historical perspective, terminology, administration procedures and interpretation, cognitive assessments-academic achievement assessments, current research in learning styles, and adaptation to Individualized Educational Programs are addressed. Students are expected to administer and interpret various assessment instruments.
- Syllabus Course Description: This course is designed as a survey course of diagnostic assessment tools used by special education teachers. Competencies and understanding of the historical perspective, terminology, administration procedures and interpretation, cognitive assessments-academic achievement assessments, current research in learning styles, and adaptation to Individualized Educational Programs are addressed. Students are expected to administer and interpret various assessment instruments. This is a four-unit course the will require additional independent work outside of class.

EDU 4207 Technology – Special Education (3)

- Catalog Description: Introduces developmental and methodological foundations for the use of current technologies and practical application to the special education classroom. The use of low-tech to high-tech devices as assistive technology in meeting IEP needs of students are emphasized. Emphasis is also placed on learning the tools to enhance communication, information access, use of adaptive devices, use of current software/hardware, and problem-solving for the special education and regular education classroom.
- Syllabus Course Description: This course covers the information and competencies needed by the prospective teacher who will be required to deliver the regular education curriculum to the special education students for whom they are responsible. The course is taught with the Core Values of Notre Dame de Namur University in mind. Those core values are:
 - The Whole Person: a commitment to develop one's fullest potential
 - The Collaborative Community: a commitment to build an interactive, interdisciplinary community of learners
 - The Just Society: a commitment to enhance justice and peace at the global levels.Additionally, this course combines both theoretical and applied knowledge to explore the use of computers and other technologies that serve special populations, to explore the use of technology for personal productivity for the special educator, to explore the use of technology as adaptive devices for computer access for special learners, and to explore the use of software and hardware for students with disabilities. We will also discuss how various assistive technology tools fit into the Universal Design for Learning (UDL) Framework.

EDU 4209 Counseling Special Education (3)

- Catalog Description: This course surveys the various support systems that can be used with special education children and families. An understanding of in-district and community agencies are examined. Effective communication techniques for counseling students and families with special needs are emphasized. Current research and publications that deal with assisting students' families are explored. Developing behavior plans for classrooms and individuals and the use of questionnaires, health histories, and other related information are also explored.
- Syllabus Course Description: Strategic collaboration is essential for the Special Educator to provide successful inclusion opportunities for all students with disabilities and to grow as a professional. Attitudes, dispositions and skills that foster healthy and productive relationships are

essential to this process and include the triad of effective communication, counseling and collaboration. The course focuses on these attitudes, dispositions and skills in order to empower the Special Educator to examine the benefits and challenges of collaboration with others to provide successful inclusion opportunities and maximize the learning potential for students with disabilities. Special emphasis is placed on the role of the Special Educator as a student advocate and as a collaborator with the student and his/her family, General Education teachers, and school administrators. The course balances theory, so the student knows why s/he is doing certain things, and practice, so the student knows how to do these things through guided practice. Both theory and practice are essential for successful strategic collaboration.

EDU 4230 Student/Intern Teaching Seminar (Special Education 1st semester) (3)

- Catalog Description: This course has the same focus as EDU 4342, but in a special education setting. Heavy emphasis is placed on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation.
- Syllabus Course Description: EDU 4230/4231 Student/Intern Teaching Seminar (Special Education) Heavy emphasis is placed on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation. The seminar supplements the regular contact provided by the university supervisor and the district employed support provider. The seminar provides an opportunity for candidates to discuss and reflect upon the practical application of concepts learned in coursework in their clinical practice placements. The seminar instructor and university supervisor, in collaboration with the school district-employed support provider work together to help candidates demonstrate their competency in the clinical practice portion of their credential program. The course is taught with the Core Values of Notre Dame de Namur University in mind. These core values are:
 - The Whole Person: a commitment to develop one's fullest potential
 - The Collaborative Community: a commitment to build an interactive, interdisciplinary community of learners.
 - The Just Society: a commitment to enhance justice and peace at the personal, community and global levels.
- EDU 4342 Student/Intern Teaching Seminar (Multiple Subject 1st Semester) Catalog Description: Focuses on orientation to and observation of realities of teaching through weekly seminars and on-site assignments in public and private schools. As candidates take charge of classes under the direction of master teachers, seminar sessions enriched by guest speakers stress class management and control, lesson planning, curriculum development, and organization and use of class time. Heavy emphasis is placed on examining solutions for the day-to-day problems that candidates are experiencing.

EDU 4231 Student/Intern Teaching Seminar (Special Education 2nd semester) (3)

- Catalog Description: Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Continued emphasis on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation.
- Syllabus Course Description: See EDU 4230 above.

EDU 4236 Student/Intern Teaching Seminar (Special Education Extended) (1)

- Catalog Description: Candidates are provided with an extended opportunity to plan, teach, and reflect upon and improve their special education field experience. Candidates continue to engage

in discussions of the day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation. May be repeated for credit.

- Syllabus Course Description: See EDU 4230 above

Course for Mild/Moderate Support Needs Candidates only

EDU 4234 Curriculum and Instructional Adaptations: Mild/Moderate (3)

- Catalog Description: Involves adaptations and methods of curriculum and instruction to meet the needs of students with identified mild/moderate disabilities. This course explores services to support students with special needs in and out of the regular classroom and how additional support services, such as speech, nurse, and adaptive physical education can be utilized. The role of the special education teacher as a support for children with 504 Plans are also discussed.
- Syllabus Course Description: This course covers methods of curriculum and instruction to meet the needs of students with identified mild/moderate disabilities, including those students who are English Language Learners (ELL) and/or non-dominant English users. The course addresses methods to support students with mild/moderate disabilities in both inclusive and specialized settings including support services such as speech/language therapy. The course also addresses the role of the special education teacher as a support for students with pre-intervention and RTI services, Section 504 plans, referrals to community agencies, and working with their parents/families. Special emphasis will be placed on the role of the special education teacher as a student advocate and a collaborator with general education teachers to afford the student with mild/moderate disabilities the opportunity for an inclusive educational experience.

Education Specialist Program Outcomes

1. Understand and organize subject matter.
 2. Assess student learning.
 3. Engage and support all students in learning.
 4. Plan instruction/design learning experiences.
 5. Create and maintain effective environments.
- Develop as a professional.

Mild/Moderate Program Standards

1. Characteristics of M/M disabilities.
2. Assess/evaluation of M/M disabilities.
3. Plan and implement instruction.
4. Positive behavior support/intervention.
5. Instruction for M/M disabilities.
6. Case management of M/M disabilities

Courses for Severe Support Needs Candidates only

EDU 4237 Curriculum and Instructional Adaptations: Moderate to Severe (3)

- Catalog Description: Studies adaptations and methods of curriculum and instruction to meet the needs of students with identified moderate/severe disabilities. This course explores current issues and research in special education instructional methods. Topics include the role of the special day class teacher in a school setting, the coordination of services to support students with special needs in and out of the classroom, and how additional support services such as speech therapist, nurse, school psychologist, and adaptive physical education teacher can be utilized. The role of the teacher in referring to outside agencies, working with parents, and developing IEP and ITP are also discussed.
- Syllabus Course Description: This course studies adaptations and methods of curriculum and instruction to meet the needs of students with moderate / severe disabilities. This course explores current issues and research in special education instructional methods. Topics include the role of the special day class teacher in a school setting, the coordination of services to support students with special needs in and out of the classroom, and how additional support services such as speech therapist, nurse, school psychologist, and adaptive physical education teacher can be

utilized. The role of the teacher in referring to outside agencies, working with parents, and developing IEP and ITP are also discussed. This course covers the information and competencies needed by the prospective teachers who will be required to deliver the regular education curriculum to the special education students for whom they are responsible.

EDU 4251 Teaching Students with Motor, Sensory and Health Needs (2)

- **Catalog Description:** This course focuses on students with severe and multiple disabilities, including severe intellectual disability, deafblindness, multiple disabilities, and related disabilities such as physical impairments, sensory impairments, other health impairments, and traumatic brain injury. The course covers the characteristics of these learners and teaching methods to meet their varied needs, including methods to support movement, mobility, sensory, and specialized health care needs in order for students to access classrooms, schools, and community to the fullest extent of their ability. Emphasis on developing communication skills including knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication for students with physical/orthopedic disabilities, other health impairments, deaf/blindness, and multiple disabilities.
- **Syllabus Course Description:** This course focuses on students with severe and multiple disabilities, including severe intellectual disability, deaf-blindness, multiple disabilities, and related disabilities such as physical impairments, sensory impairments, other health impairments, and traumatic brain injury. The course covers the characteristics of these learners and teaching methods to meet their varied needs, including methods to support movement, mobility, sensory and specialized health care needs in order for students to access classrooms, schools and the community to the fullest extent of their ability. Emphasis on developing communication skills including knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, for students with students with physical/orthopedic disabilities, other health impairments, deaf/blindness, and multiple disabilities.

EDU 4252 – Core Curriculum Access for Students with Severe Disabilities (2)

- **Catalog Description:** This course covers evidence based instructional methods for students with severe disabilities. Using systematic instruction and other research-based techniques, participants will develop skills to facilitate meaningful participation for students with disabilities in a standards based academic curriculum with appropriate goals and objectives, support, accommodations and specialized instructional techniques. Content areas including literacy, math, science and social studies will be included. The importance of linking instructional activities with valued life outcomes will be emphasized. Methods for including students with severe disabilities in general education classrooms will be discussed.
- **Syllabus Course Description:** This course covers evidence based instructional methods for students with severe disabilities. Using systematic instruction and other research-based techniques, participants will develop skills to facilitate meaningful participation for students with disabilities in a standards-based academic curriculum with appropriate goals and objectives, supports, accommodations and specialized instructional techniques. Content areas including literacy, math, science and social studies will be included. The importance of linking instructional activities with valued life outcomes will be emphasized. Methods for including students with severe disabilities in general education classrooms will be discussed.
The course is taught with the Core Values of Notre Dame de Namur University in mind. Those core values are:
 - The Whole Person: a commitment to develop one's fullest potential
 - The Collaborative Community: a commitment to build an interactive, interdisciplinary community of learners

- The Just Society: a commitment to enhance justice and peace at the personal, community and global levels.

Courses for Multiple Subject and all Education Specialist (MMSN & ESN) Candidates

EDU 4330 Reading/Language Arts: Primary Grades

- Catalog Description: Surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for developmental processes of learning to read and write for all students. Presents theories concerning language acquisition and language development for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.
- Syllabus Course Description: surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for developmental processes of learning to read and write for all students. Presents theories concerning language acquisition and language development for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.

EDU 4333 Reading/Language Arts: Upper Grades

- Catalog Description: Continues examination of current research, principles, issues, strategies, and materials/resources, focusing on upper elementary students of diverse backgrounds. Explores language acquisition issues in upper elementary grades. Facilitates connections among students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent coursework and field placement are required to ensure continued reflection/application.
- Syllabus Course Description: EDU4330 Continues examination of current research, principles, issues, strategies, and materials/resources, focusing on upper elementary students of diverse backgrounds. Explores language acquisition issues in upper elementary grades. Facilitates connections among students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent coursework and field placement are required to ensure continued reflection/application.

Courses for Multiple Subject and Education Specialist MMSN Candidates only

EDU 4336 Curriculum: Elementary Math (2)

- Catalog Description: Emphasizes content and method of teaching elementary math concepts. This course includes all eight strands of the state mathematics framework. Students learn hands on methods designed for prospective teachers.
- Syllabus Course Description: A summary course in fundamental mathematical concepts designed for teachers of multiple subjects with emphasis on content standards and methods of teaching elementary mathematics using education technology and hybrid manipulative materials, as well as self and authentic math assessments that incorporate real-life or relevant problem-solving experiences. The course includes theories and instructional practices for developing mathematical reasoning for all learners with a focus on problem solving strategies that can be modified to address the diversity within the classroom. Students will implement a variety of math

instructional strategies and techniques as required by California Commission on Teacher Credentialing (CTC) guidelines to address teaching diverse school populations with differences in learning styles, primary languages, socio-economic status, cultural groups, and ethnic groups. Direct instruction, questioning techniques, small group discussions, and higher order thinking skills are included in this course. Students will practice *reflection* as an integral part of professional growth as math educators. Please note that this course is typically taken in tandem with the EDU 4119 Assessment course, and as such will complement components with that course with focus on the California Teaching Performance Assessment (CalTPA Cycle 2).

EDU 4337 Curriculum: Social Science (1)

- Catalog Description: Students develop expertise in planning, implementing, and assessing social science curriculum and experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a diverse, multilingual, and multicultural population.
- Syllabus Course Description: In this hands-on course, student teachers will support each other to develop expertise in planning, implementing, and assessing social studies curricula. They will experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a highly diverse, multilingual, and multicultural population. In this course, the instructor believes that social studies is not just a state mandated, fact-heavy subject; it is the place where children learn how to be good people. To teach it well, professional educators must understand not only the content of the discipline, but specific thinking skills and academic language. To share these topics and skills effectively, teachers must also understand the developmental levels, interests, and abilities of the students they teach. In balancing each of these important elements of instruction, teachers influence the learning of students on a daily basis. Through careful planning, a good educator can meet student needs by presenting social studies content in the context of a stimulating, culturally responsive learning environment. This course, therefore, will ask student teachers to examine their own beliefs about social studies. They will then explore up-to-date pedagogical strategies in the discipline to guide students to move beyond rote memorization and instead to question, investigate, inquire, observe, measure, synthesize, and evaluate—all in a collaborative setting that encourages wonder and a desire to keep learning. Students in social studies classrooms should be able to see and understand clearly the relevance of all discussions, work and assignments. This course aims to prepare truly effective social studies teachers who can bring history alive and connect people, movements and events from the past and around the world, to the lives of children in contemporary California classrooms, and for the betterment of our society.

EDU 4338 Curriculum Science (1)

- Catalog Description: Students develop expertise in planning, implementing, and assessing science curriculum and experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a diverse, multilingual, and multicultural population.
- Syllabus Course Description: In this hands-on course, student teachers will support each other to develop expertise in planning, implementing, and assessing science curricula. Student teachers will experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a highly diverse, multilingual, and multicultural population. In this course, the instructor believes that science is not just state-mandated, fact-heavy subject; it is a field of exciting investigation for children. To teach them well, professional educators must understand not only the content of the discipline, but specific thinking skills and academic language used in the content area. To share these topics and skills effectively, teachers must

also understand the developmental levels, interests, and abilities of the students they teach. In balancing each of these important elements of instruction, teachers influence the learning of students daily. Through careful planning, a good educator can meet student needs by presenting science content in the context of a stimulating, culturally supportive learning environment. This course, therefore, will ask student teachers to examine their own beliefs about science. They will then explore up- to-date pedagogical strategies in the discipline to guide students to move beyond rote memorization and instead to question, investigate, inquire, observe, measure, synthesize, and evaluate—all in a collaborative setting that encourages wonder and a desire to keep learning. This course aims to prepare truly effective science teachers who can bring their classrooms alive.