

Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

The program ensures that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

For interns, this standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard.

Program Standard 15 Element	Program Description that Addresses this Element	Evidences and Artifacts
<p><i>15.1 The program ensures that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education.</i></p>	<p style="text-align: center;">Special Education Experiences</p> <p>The CSUSM Education Specialist credential program options ensure candidates have a broad range of planned special education experiences that include families and various service providers. This is accomplished both through coursework assignments and guest speakers and through sequenced field and clinical experiences.</p> <p style="text-align: center;">CONCURRENT AND ADD ON COURSEWORK EXPERIENCES</p> <p>Structured experiences in coursework provide diverse and rich experiences for candidates to have experience with a broad range of providers, students, and families.</p> <p>EDMX 627</p>	<p>EDMX 627 syllabus</p>

	<p>In <i>EDMX 627 Assessment for Planning and Instruction</i>, through the <i>Progress Monitoring and Task Analysis</i> assignment (described on page 9 of the syllabus), candidates have a structured field experience in a moderate/severe educational setting, in which they observe data collection and progress monitoring in action. They then deconstruct their observation and conduct a task analysis for a skill that is appropriate for the student observed. Also in <i>EDMX 627</i>, candidates conduct a comprehensive case study with a student and his family and IEP team in which assessment data is translated into IEP goals and the candidate is expected to design and implement an IEP meeting with the student’s IEP team. See this <i>Assessment Case Study</i> assignment on pages 10 through 12 of the syllabus.</p> <p>EDMX 631</p> <p>For example, in the <i>EDEX 631 Law, Ethics, and Procedures of Special Education</i> class, candidates interact with service providers from local infant programs (<i>Class Session #7</i>) to adult supported living and employment providers (<i>Class Session #3</i>); special education program graduates and parents (<i>Class Session #3</i>); high school workability program coordinators and special education teachers (<i>Class Sessions #7 and #8</i>); middle-level and high school students for whom they develop transition plans (<i>Class Session #8</i>); elementary special educators serving students through co-teaching and an inclusive RTI approach (<i>Class Session #9</i>); an educational specialist supporting students with behavioral and emotional challenges through the development of Positive Behavior Support Plans (<i>Class Session #6</i>). The candidates conduct an transition assessment with a high school of middle school-aged student and develop transition goals and activities as part of two assignments (e.g., the <i>Legal Brief Component #7</i> assignment in which candidates develop and then use a transition assessment with a student, the <i>Base Team Meeting #4</i> assignment in which a team develops ITP goals for the interviewed student (assigned on page 8 of the syllabus).</p> <p>EDMX 633</p>	<p>Monitoring and Task Analysis assignment (p. 9)</p> <p>Assessment Case Study assignment (pp. 10 – 12)</p> <p>EDMX 631 syllabus</p> <p>Class Sessions #3, #4, & #6 - #9 (pp. 5 – 7)</p> <p>Base Team Meeting #4 (p. 8)</p> <p>EDMX 633 syllabus</p>
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In EDMX 633 *Community Access through Supported Environments*, candidates conduct a family-centered, student-centered futures planning session (i.e., Making Action Plans or MAPs) with a student and his/her family, friends, educational team, and other invited members to develop IEP goals and objectives/benchmarks to accomplish the assessed dreams and goals of the student and MAPs team. Additionally, candidates are required to spend at least the equivalent of one full day interviewing and shadowing special educators at the high school level to become familiar with high school service delivery, transition issues, and the scheduling and support of students in secondary programs. See the *MAPs Implementation* assignment on pages 9 and 10 of the EDMX 633 syllabus.

EDMX 635

For those choosing to add the Moderate/Severe Education Specialist credential onto their Mild/Moderate credential, this experience is expanded upon in EDMX 635 *Education Specialist – Curriculum and Instruction: Moderate/Severe Disabilities*, when candidates develop a comprehensive *Student and Family Case Study* assignment with a student with moderate or severe disabilities and his family and support providers.

CONCURRENT AND ADD ON CANDIDATE CLINICAL PRACTICE AND FIELD EXPERIENCES

Special Education Field Experiences: EDMX 570 and EDMX 575

To ensure a broad range of planned special education field experiences, the Cal State San Marcos Education Specialist program has arranged that candidates document a range of field experiences in a variety of ways. In addition to the experiences described above structured through coursework, Concurrent candidates who do not already have a basic credential have, as part of their first general education clinical experience, *EDMX 570 Education Specialist – Clinical*

MAPs Implementation assignment on (pp. 9 & 10)

[EDMS 635](#) syllabus

Student and Family Case Study (pp. 12 & 13)

[EDMX 570](#) syllabus

practice in Elementary and Special Settings, at least one week of special education field experiences in at least five different (full day) settings. These experiences are scheduled and arranged by the special education clinical practice placement coordinator. Sites and experiences are expressly selected to give candidates experiences across the ages (i.e., from early childhood to transition high school experiences), experiences in inclusive and co-teaching RTI school settings, experiences in alternative settings such as court schools and private schools service students with and without IEPs. See the EDMX 570 syllabus for the documentation requirements (pages 2 and 8), the Special Education Service Field Experience Time Sheet (page 9) for documentation of field hours and location, and the Special Education Field Experience Log template (pages 11 and 12) for summarizing each field experience.

Additionally, as part of the *EDMX 575 Education Specialist - Transition Development Plan Seminar* in which Mild/Moderate Education Specialist candidates develop their requisite Individualized Transition Development Plan summarizing strengths and areas for continued professional growth, candidates also document 30 hours or a minimum of five days of field experience in a variety of special education settings other than their clinical practice setting. The course instructor assists those who have not yet documented this *range of experience* to arrange field experiences. See the EDMX 575 syllabus for the documentation requirements (*page 2*), the Special Education Service Field Experience Time Sheet (*page 7*) for documentation of field hours and location, and the Special Education Field Experience Log template (*pages 8 and 9*) for summarizing each field experience.

Mild/Moderate and Moderate/Severe Clinical Practice: EDMX 572/671/672/573

For candidates in both the Concurrent and Add On program options, candidates have a planned eight-week Mild/Moderate Education Specialist clinical practice experience (EDMX 572 *Education Specialist: Special Education Setting*) that occurs in the last of the semesters of their Mild/Moderate program coursework.

(pp. 2, 8, 9, 11, & 12)

[EDMX 575](#) syllabus

Range of Experience
Field Experience (pp.
2 & 7 – 9)

[EDMX 572/671/672](#)
syllabi

Clinical practice placements are carefully selected by the program's clinical practice placement coordinator to ensure that the candidate has the opportunity to engage with the range of students covered by the Preliminary Mild/Moderate credential, as they demonstrate mastery of the Education Specialist Teaching Performance Expectations (ES TPEs). Interns demonstrate mastery of the ES TPEs while completing up to two semester-long clinical experiences (i.e., EDMX 671 *Education Specialist – Clinical Practice for Interns I* and EDMX 672 *Education Specialist – Clinical Practice for Interns II*) through employment as an Education Specialist. For those choosing to further add on the Moderate/Severe Education Specialist credential, an additional four-week clinical practice (i.e., EDMX 573 *Education Specialist – Clinical Practice: Moderate/Severe Disabilities*) is arranged to occur concurrently with or subsequent to a candidate's completion of the capstone course, EDMX 635 *Education Specialist – Curriculum and Instruction: Moderate/Severe Disabilities*. By being required to complete a Mild/Moderate clinical practice prior to completion of the Moderate/Severe clinical practice, candidates gain experience working with students with a broad range of disabilities covered by the two credentials.

General Education Clinical Practice: EDMX 570 and EDMC 571

It is the philosophy of the Cal State San Marcos Education Specialist program that all Education Specialists should have, in addition to the Education Specialist credential, a basic general education credential and successful observed and evaluated general education clinical practice experiences. As a consequence, for the Add On option of the program, candidates must have a verified valid California basic (i.e., Multiple Subject or Single Subject) credential to which they add on the Preliminary Mild/Moderate Education credential and, should they choose, also the Moderate/Severe credential. Therefore, all Add On candidates have at least one and usually two documented clinical experiences delivering K-12 general education curriculum in general education settings.

For those candidates who are admitted to the program without a verified valid California basic (i.e., Multiple Subject or Single Subject) credential, candidates are

[EDMX 573](#) syllabus

[EDMX 635](#) syllabus

enrolled in the Concurrent Multiple Subject and Education Specialist program option in which all candidates have two extended supervised general education experiences. In *EDMX 570 Education Specialist – Clinical Practice in Elementary and Special Settings*, candidates have at least 6 weeks of supervised experience demonstrating the Multiple Subject TPEs in the literacy and mathematics content areas. This experience is followed up with a second 8-week general education experience (i.e., *EDMX 571 Education Specialist – Clinical Practice: General Education Setting*) at another grade level, in which candidates must demonstrate successful completion of all Multiple Subject TPEs and instructional planning in all curriculum content areas. Candidates who successfully complete both of the EDMX 570 and 571 clinical experiences (and coursework) are then advanced to their special education clinical experiences (i.e., EDMX 572 and EDMX 573) and remaining coursework.

Additional Planned Field Experience in General Education

For those Concurrent Education Specialist candidates who are admitted to the program without a verified valid California basic (i.e., Multiple Subject or Single Subject) credential and enrolled in the Concurrent Multiple Subject and Education Specialist program option, additional planned general education experiences are structures. In the first eight weeks of each of the candidate's first two semester, candidates engage in 45 minutes of tutoring of individual or small groups of students on the four days per week that candidates are not in their assigned clinical setting to which they will transition full time in the last quarter of each semester. Candidates use tutoring as an opportunity to observe, apply, and evaluate educational theories and pedagogical principles that they are learning about in their coursework in general education contexts. On the fifth day of each week, candidates spend a full day in their clinical setting to which they will transition full time in the last quarter of each semester, doing the same - observing, applying, and evaluating educational theories and pedagogical principles that they are learning about in their coursework in this second general education context. See the *Fall 2011 Tutoring Schedule* in the August 15th 2011 welcome newsletter to Concurrent candidates.

[EDMX 570](#) syllabus and field experience assignment and summary template

[EDMX 571](#) syllabus

[Fall 2011 Tutoring Schedule](#) in Newsletter to Concurrent candidates

<p><i>15.2 Experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization.</i></p>	<p>As the CONCURRENT AND ADD ON COURSEWORK EXPERIENCES section of Element 15.1 above describes and documents in syllabi, structured experiences in coursework provide candidates with experience with a broad range of providers, students, and families, educational contexts.</p> <p>CONCURRENT AND ADD ON CANDIDATE CLINICAL PRACTICE AND FIELD EXPERIENCES</p> <p>section in the previous section describes and documents in syllabi, a range of planned special education field experiences are built into the Concurrent candidates' program through EDMX 570 <i>Education Specialist – Clinical practice in Elementary and Special Settings</i> in which they have five different full day experiences across the ages (i.e., from early childhood to transition high school experiences), experiences in inclusive and co-teaching RTI school settings, experiences in alternative settings such as court schools and private schools service students with and without IEPs. Additionally, as part of the EDMX 575 <i>Education Specialist - Transition Development Plan Seminar</i>, Concurrent and Add On candidates document 30 hours or a minimum of five days of field experience in special education settings other than their clinical practice experience. The instructor of this course works with each candidate to ensure that these additional experiences represent a diversity of grades, ages, federal disability categories, and special education service delivery options.</p> <p>In both program options (i.e., Concurrent and Add On), candidates have a planned Mild/Moderate Education Specialist clinical practice experience that occurs in the last of the semesters of their Mild/Moderate program coursework through the EDMX 572 <i>Education Specialist: Special Education Setting</i> eight-week clinical practice experience. Clinical practice placements are carefully selected to ensure candidates have the opportunity to engage with the range of students covered by the Mild/Moderate credential. Interns serve students eligible in the federal disability categories covered by the Mild/Moderate credential through supervised internship clinical practice experiences (i.e., EDMX 671 <i>Education Specialist –</i></p>	<p>EDMX 570 syllabus and field experience assignment and summary template</p> <p>EDMX 575 syllabus and field experience assignment and summary template</p> <p>EDMX 572/671/672 syllabi</p>
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	<p><i>Clinical Practice for Interns I and EDMX 672 Education Specialist – Clinical Practice for Interns II).</i></p> <p>For those choosing to also add on the Moderate/Severe credential, the EDMX 572 clinical practice is followed by an additional four-week clinical practice (i.e., EDMX 573 <i>Education Specialist – Clinical Practice: Moderate/Severe Disabilities</i>) that occurs concurrently with or subsequent to the candidate completing the moderate/severe capstone course, EDMX 635 <i>Education Specialist – Curriculum and Instruction: Moderate/Severe Disabilities</i>. Interns serving students eligible in the federal disability categories covered by the Moderate/Severe also complete this clinical practice experience. The program strongly recommends that all candidates complete the coursework and clinical practice experiences for both the Mild/Moderate and Moderate/Severe Education Specialist teaching credentials. The combination of the two Mild/Moderate and Moderate/Severe clinical experiences provides candidates with broad clinical experiences with students in the federal disability categories cover by both the Mild/Moderate and Moderate/Severe disabilities credentials.</p>	<p>EDMX 573 syllabus</p>
<p><i>15.3 Experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating</i></p>	<p>GENERAL EDUCATION EXPERIENCES</p> <p>As Elements 15.1 and 15.2 of this Standard 15 describe above, the Cal State San Marcos Education Specialist program structures experiences from the beginning of the program to include general education experiences. The Concurrent Multiple Subject and Mild/Moderate Education Specialist candidates, therefore, engage in two back-to-back semesters of general education clinical practice in two different school and age group settings through the EDMX 570 <i>Education Specialist – Clinical Practice in Elementary and Special Settings</i> and EDMX 571 <i>Education Specialist – Clinical Practice General Education Setting</i> supervised experiences. Add On candidates already have a basic Multiple Subject or Single Subject credential and, therefore, meet this standard requirement for general education experiences through holding of a basic general education credential, which requires observed and assessed general education clinical practice.</p>	<p>EDMX 570 syllabus</p> <p>EDMX 571 syllabus</p>

<p><i>placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teaching performance expectations for special educators.</i></p>	<p>EXPERIENCES WITH PARENTS AND FAMILIES</p> <p>Candidates have multiple opportunities to interact with families of students with disabilities as part of coursework and clinical practice.</p> <p>EDMX 627</p> <p>In EDMX 627 <i>Assessment for Planning and Instruction</i>, candidates conduct a comprehensive case study with a student and his family in which assessment data is translated into IEP goals and the candidate is expected to design and implement an IEP meeting with the student’s IEP team. See the <i>Assessment Case Study</i> assignment on pages 10 through 12 of the EDMX 633 syllabus.</p> <p>EDMX 631</p> <p>For example, in EDEX 631 <i>Law, Ethics, and Procedures of Special Education</i> class, candidates interact with special education program graduates and their parents (Class #3), examining the issue of how to construct a life worth living, starting with the end in mind.</p> <p>EDMX 633</p> <p>In EDMX 633 <i>Community Access through Supported Environments</i>, candidates conduct a family-centered, student-centered futures planning session (i.e., Making Action Plans or MAPs) with a student and his/her family, friends, and other invited members to develop IEP goals and objectives to accomplish the assessed dreams and goals of the student, his or her family, and MAPs team. See the <i>MAPs Implementation</i> assignment on pages 9 and 10 of the EDMX 633 syllabus.</p> <p>EDMX 635</p> <p>For those choosing to add the Moderate/Severe Education Specialist credential onto their Mild/Moderate credential, in EDMX 635 <i>Education Specialist</i> –</p>	<p>EDMX 627 syllabus</p> <p>Assessment Case Study (pp. 10 -12)</p> <p>EDMX 631 syllabus</p> <p>Class Sessions #3 (p. 5)</p> <p>EDMX 633 syllabus</p> <p>MAPs Implementation assignment (pp. 9 & 10)</p> <p>EDMX 635 syllabus</p> <p>Student and Family Case Study (pp. 12 &</p>
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Curriculum and Instruction: Moderate/Severe Disabilities, candidates develop a comprehensive *Student and Family Case Study* assignment with a student with moderate or severe disabilities and his or her family (described on pages 12 and 13 of the syllabus).

RANGE OF SERVICE OPTIONS

Planned experiences in a range of service delivery options are accomplished for Concurrent candidates first through the initial EDMX 570 *Education Specialist – Clinical practice in Elementary and Special Settings* clinical practice in which each candidate spends at least one week in at least five different (full day) special education experiences and settings. These experiences are expressly arranged by the special education clinical practice placement coordinator to give candidates experiences across the ages (i.e., from early childhood to transition high school experiences), experiences in inclusive and co-teaching RTI school settings, experiences in alternative settings such as court schools and private schools service students with and without IEPs. Both Concurrent and Add On candidates not only complete at least eight weeks of Mild/Moderate clinical practice (i.e., EDMX 572 *Education Specialist: Special Education Setting* or EDMX 671 *Education Specialist – Clinical Practice for Interns I* and EDMX 672 *Education Specialist – Clinical Practice for Interns II*), but also complete a minimum of five days (30 hours) of field experience in various diverse special education settings other than their clinical practice experience. This is supported and documented in the EDMX 575 *Education Specialist - Transition Development Plan Seminar*. Finally, all candidates are encouraged to also add on the Moderate/Severe credential by completing the capstone course (i.e., EDMX 635 *Education Specialist – Curriculum and Instruction: Moderate/Severe Disabilities*) and a minimum of an additional four weeks of clinical practice (i.e., EDMX 573 *Education Specialist – Clinical Practice: Moderate/Severe Disabilities*) serving students with moderate and severe disabilities.

FULL RESPONSIBILITY IN CULMINATION EXPERIENCE OF SUFFICIENT DURATION TO DEMONSTRATE TPES

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[EDMX 570](#) syllabus

[EDMX 572/671/672](#) syllabi

[EDMX 575](#) syllabus (see field requirements)

[EDMX 573](#) syllabus

The Mild/Moderate Education Specialist clinical practice experience(s) (i.e., EDMX 572 *Education Specialist: Special Education Setting* or EDMX 671 *Education Specialist – Clinical Practice for Interns I* and EDMX 672 *Education Specialist – Clinical Practice for Interns II*) and the Moderate/Severe Education Specialist clinical experience (i.e., EDMX 573 *Education Specialist – Clinical Practice: Moderate/Severe Disabilities*) are the culminating experiences for the two credentials offered in the Cal State San Marcos Education Specialist program options. In both the Mild/Moderate and Moderate/Severe experiences, candidates are expected to perform all of the duties and responsibilities of an Educational Specialist serving in the role designated by the credential. Namely, candidates are expected to instruct, assess, and develop and manage Individual Educational Program (IEP) plans and meetings for the students served in the program or setting in which the candidate is placed. Formal observations are made of each candidate a) teaching, b) administering assessments (using the *Observation Assessment Administration and Interpretation* form), and c) performing in an IEP meeting (using the *Observation of IEP Meeting* form).

In the Mild/Moderate clinical practice experience(s), candidate placements are a **minimum of eight weeks**, for a traditional placement (i.e., EDMX 572 *Education Specialist: Special Education Setting*). For Interns, clinical practice may span the course of an entire school year, with observations and assessments occurring in both the first semester (via EDMX 671 *Education Specialist – Clinical Practice for Interns I*) and second semester (via EDMX 672 *Education Specialist – Clinical Practice for Interns II*). If an Intern takes two years to complete the program, EDMX 671 occurs in the first year and EDMX 672 occurs in the second year. This distribution of supervised experiences ensures that the candidate has a supervised clinical experience throughout the program.

Mild/Moderate credential candidates are observed and assessed on the Education Specialist Teaching Performance Expectations (TPEs) by a university supervisor and cooperating teacher (or support provider, for interns) using the *Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance*

[Observation Assessment Administration and Interpretation](#) form

[Observation of IEP Meeting](#) form

[Cal State San Marcos](#)

Expectations Clinical Practice Assessment form. A candidate may not be awarded a credential without having received credit for each of the TPEs with at least a *Meets* rating (i.e., a 3 on a 4-point scale, where 1 = Does not meet, 2 – Approaching, 3 = Meets, 4 = Exceptional). If a candidate needs extended time (e.g., an additional week or two) to demonstrate each TPE successfully, extra time may be provided, if deemed appropriate by the university supervisor, cooperating teacher, and program coordinator.

In the Moderate/Severe clinical practice experience, candidate placements are a **minimum of four weeks** (i.e., EDMX 573 *Education Specialist: Moderate/Severe*). Moderate/Severe credential candidates are observed and assessed on the Education Specialist Teaching Performance Expectations (TPEs) by a university supervisor and cooperating teacher (or support provider, for interns) using the *Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment* form. A candidate may not be awarded a credential without having received credit for each of the TPEs with at least a *Meets* rating (i.e., a 3 on a 4-point scale, where 1 = Does not meet, 2 – Approaching, 3 = Meets, 4 = Exceptional). If a candidate needs extended time (e.g., an additional week) to demonstrate each TPE successfully, extra time may be provided, if deemed appropriate by the university supervisor, cooperating teacher, and program coordinator. This shortened four-week Moderate/Severe clinical experience is considered appropriate as a culminating program experience, because, at this point, all candidates will have successfully completed both and special education clinical practice experiences prior to beginning this clinical experience. The assumption is that candidates entering this clinical experience will have been observed and assessed on Multiple or Single Subject TPEs (or equivalent standards, for out-of-state candidates) as well as Education Specialist TPEs, with judged successful performances during their Mild/Moderate clinical practice. Thus, these specially designed Moderate/Severe TPE assessment items need only examine candidates' abilities to perform additional planning, assessment, teaching, monitoring, and communication duties and responsibilities that may not have yet been fully assessed in previous TPE assessments in previous clinical experiences.

[Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)

[Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)

<p><i>15.4 The culminating placement is in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.</i></p>	<p>Education Code Section 56031 defines special education as: “specially designed instruction, at no cost to the parent, to meet the unique needs of individuals with exceptional needs, including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education.”</p> <p>Education Code Section 56360 guarantees that each SELPA provides a “continuum of program options is available to meet the needs of individuals with exceptional needs for special education and related services, as required by the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and federal regulations relating thereto.:</p> <p>Education Code 56361 further defines the continuum of program options as including, but not necessarily limited to “all of the following or any combination of the following: (a) Regular education programs (b) A resource specialist program ... (c) Designated instruction and services (d) Special classes ... (e) Nonpublic, nonsectarian school services ... (f) State special schools ... (g) Instruction in settings other than classrooms where specially designed instruction may occur. (h) Itinerant instruction in classrooms, resource rooms, and settings other than classrooms where specially designed instruction may occur to the extent required by federal law or regulation. [and] (i) Instruction using telecommunication, and instruction in the home, in hospitals, and in other institutions to the extent required by federal law or regulation.</p> <p>Given these definitions of potential culminating placements, the CSUSM Education Specialist clinical practice placement coordinator recruits and selects culminating clinical practice experiences that meet the above definitions. Most often placements are in public school settings. We also have strong long-standing relationships with several alternative settings, such as the Juvenile Justice Court schools and selected private/public educational settings (e.g., the Winston School in Del Mar) where we have credentialed many of the teachers and administrators. Our placements of first choice for clinical practice are with former program graduates who are familiar with the program philosophy, content and clinical practice requirements. However, Cal State San Marcos’ School of Education has clinical practice agreements and contracts with 39 school districts, private schools,</p>	
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	<p>and county-operated programs in San Diego and Riverside county (see the <i>List of Contracted Placement Districts and Schools Through 2015</i> to the right in the Evidences and Artifacts column). This offers candidates a wide range of choices for their culminating experience beyond sites supported by our past graduates. Additionally, the Education Specialist program has intern contracts with 23 of these 36 districts.</p> <p>Given the diversity of placement options, the special education Clinical Practice Coordinator makes every effort to match culminating placements to best match the desired grade level, instructional setting, and geographic area preferences of the candidates. Candidates indicate preferences by completing the <i>Education Specialist Clinical Placement Request Application</i> form. It should be noted that each semester, the special education Clinical Practice Coordinator performs a credential check on all potential cooperating teachers to ensure that they each hold the appropriate credential required of the clinical practice experience (i.e., Mild/Moderate and or Moderate/Severe Education Specialist credential or the equivalent). She also keeps a running record, semester by semester, of student assignment types (e.g., resource, special day, co-teaching, RTI, inclusion), settings (e.g., public, non-public, court school), and cooperating teachers.</p>	<p>List of Contracted Districts and Schools Through 2015</p> <p>Education Specialist Clinical Practice Placement Application</p>
<p><i>15.5 For interns, this standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to</i></p>	<p>The Cal State San Marcos Education Specialist program well understands that for its interns, this field experience and clinical practice standard may be met by activities embedded in coursework and visits and interactions with other service providers. As the course assignments described above in Element 15.1 of this Standard 15 suggest, there are ample opportunities structured into the program for an Intern to interact with a broad range of students, service providers, family members, and program options over the course of the program. It should be noted that assignments that require time away from an Intern’s work site (e.g., the <i>MAPs Implementation</i> planning meeting and the <i>High School Special Education: Implementation of IDEIA and More</i> school visitation assignments for EDMX 633 <i>Community Access through Supported Environments</i> described on pages 9 through 15 of the EDMX 633 syllabus) are not “forgiven” or eliminated, but creatively</p>	<p>EDMX 633 syllabus, MAPs Implementation (pp. 9 & 10) and High School Special Education:</p>

<i>meet this standard.</i>	modified to work with the intern's work schedule. It is not intended or expected that an Intern leave his or her work assignments for an extended period to meet this standard or any of these requirements.	Implementation of IDEIA and More (pp. 10 – 15) assignments
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