



CSU Long Beach

ITEP (Integrated Teacher Education Preparation)

Dual Credential Option

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June 13, 2013

What is it?

- Candidates complete a BA in Liberal Studies concurrently with a Multiple Subject credential and an Education Specialist credential.

Why do we offer it?

- Represents better teacher preparation for all teachers, regardless of what they end up teaching
- Encourages early student career identification
- Increases employment options of graduates
- Combines the strengths of three programs (faculty, coursework, fieldwork)

How do students learn about it?

- Some students come in knowing that they want this option;
- SOAR (Student Orientation, Advising, and Registration) – mandatory for new students
- Advising workshops and appointments, ITEP advising sheet
- ITEP course developed for this dual option
 - EDSP 355 Collaborative Models of Inclusive Education

What is the basic structure?

- Liberal Studies ITEP program with MS credential
- Concurrent completion of ES prerequisites and core courses
- ES student teaching with final courses

ITEP Dual Credential Option

Liberal Studies ITEP (BA + MS Credential)		ES Credential		
Subject Matter	Apply to MS Credential Program	MS Methods	Apply to ES Credential Program	ES Methods
		ES Prerequisites, some ES core courses		
Early ES requirement: EDSP 355 Collaborative Models of Inclusive Education		MS Student Teaching (8+8 weeks)		ES Student Teaching (16 weeks)
Capstones		CalTPAs		ES Portfolio
Early entry for Transfers, Juniors		Mid-point entry for ITEP candidates		
TOTAL UNITS		BA + MS = 136 units		BA + MS + ES =149 units

How many candidates?

Academic Year	ITEP ES Graduates
2006-2007	3
2007-2008	12
2008-2009	9
2009-2010	10
2010-2011	17
2011-2012	9
2012-2013	16
TOTAL	76

What do our candidates say?

“Another benefit to doing the dual program is that I get to see and understand the perspective of the general education and special education teacher. Overall, I feel that in completing the dual credential, I am more prepared to teach in any given classroom.”

Alissa (2013 graduate)

“The biggest eye opener to me was working with fellow GED teachers and watching them pretty much turn their backs to the students that I was working with, feeling as though it was not their responsibility. It was at that moment that I realized that I didn’t have much more knowledge about students with special needs and I became ashamed to call myself an educator.

...Information that was taught throughout the ES program would absolutely be beneficial to ANY educator and considering teachers have students with disabilities in their class, why not prepare all teachers for the possibility?”

Kelsey (2011 graduate)

What do their employers say?

- Strong recognition that these teachers bring more knowledge, larger skill set, and inclusive dispositions;
- Hiring preference given to teachers with both credentials;
- Some districts are considering requiring both, and are currently only hiring candidates who have both.

What works in this Option?

- Early interest of BA students;
- Individualized advising for best pathway;
- Graduates often become RSP teachers, working with students in the Gen Ed population;
- Teachers with both credentials understand grade level expectations and curriculum;
- They expect and develop collaboration;
- They find jobs upon completion.

What's challenging?

- Timing of BA completion, given intense CSU focus on degree completion at 120 units;
- Large number of units;
- Case-specific pathways can be complicated;
- Graduates feel they have to choose which credential to clear;
- Likely to be hired for a SE classroom even if they're qualified for both;
- MS and ES programs must comply with separate sets of standards – limits integration.

What would we like to build?

- Common admission process, single interview;
- Combine some methods courses to reduce the number of units, possibly through team-teaching;
- Fieldwork placements that allow for full experience in each type of setting;
- Combined summative assessment;
- CTC Standards that support this integration.

Contact us...

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