

CSUF Education Specialist Credential Program
Mild to Moderate Support Needs Preliminary Credential
Catalog Year 2024-2025

Requirements that must be completed prior to admission:

- Admission to the University and Department of Special Education
- GPA of 2.5 or 2.75 in the last 60 units
- Certificate of Clearance
- TB Documentation
- Subject Matter Competency (CSET or equivalent)
- Basic Skills Requirement (CBEST or equivalent)
- CPR - need infant, child, and adults components.
- American Government Course or U.S. Constitution Exam
- SPED Pre-Requisites (min grade C-):
 - SPED 322
 - SPED 371
 - SPED 425
- Ethnic Studies Pre-requisite: Approved Ethnic Studies Course (min grade C-)

**One-Year Roadmap for Mild to Moderate Support Needs
Preliminary Credential Program**

SEMESTER 1 COURSES:

| COURSE | UNITS |
|----------|-------|
| SPED 465 | 3 |
| SPED 420 | 3 |
| SPED 432 | 3 |
| SPED 433 | 3 |
| SPED 487 | 6 |

SEMESTER 2 COURSES:

| COURSE | UNITS |
|-----------|-------|
| SPED 421 | 3 |
| SPED 520 | 3 |
| SPED 522 | 3 |
| SPED 482A | 3 |
| SPED 489A | 6 |

NOTE: If you hold an existing credential or plan to take fewer than 12+ units per semester, be sure to contact your Program Coordinator for advisement.

Requirements that must be completed prior to filing for a credential:

- Reading Instruction Competency Assessment (RICA)
- California Teaching Performance Assessment (CalTPA)
- 3.0 GPA with no grade lower than a C

Effective April 23, 2024 - this program plan supersedes previous program plans dated prior to April 23, 2024 and applies to Fall 2024 and Spring 2025 admissions only.

Mild to Moderate Support Needs
Preliminary Education Specialist Credential Program
 Department of Special Education

| | | |
|----------|--|--|
| SPED 371 | Exceptional Individual | Overview of all areas of exceptionalities and topical review of characteristics of individuals with exceptional needs. Opportunity to participate in various simulations and activities designed to enhance the understanding of diversity in our society. This course may involve observation hours. |
| SPED 401 | Introduction to Autism | This class is an introduction to the field of autism. It focuses on the foundations & characteristics of autism spectrum disorders and presents up-to-date evidence-based best practices for teaching students with ASD. |
| SPED 421 | Working with Families of Individuals with Disabilities | Characteristics of family systems; functional assessment of family needs, concerns and priorities. Effective communication, collaborative skills and identification of community resources. |
| SPED 425 | Language and Culture for Special Populations | This course addresses the EL Preservice requirement for candidates to complete 30 hours of classroom time with EL/SPED population in a public school. The course provides a foundational level of Cultural Competency; formation of a Diversity Philosophy; Introduction to the California Content standards and their relationship to the TPE and the ELD Standards as well as the appropriate current Special Education Standards; Strategies for working with the EL/SPED/Gifted students across various content areas; introduction to the key theorists in English learner and Special Education Research to assist teachers in building a solid foundation for students. |
| SPED 420 | CalTPA Seminar | Preparation for the CalTPA Cycles 1 and 2. |
| SPED 432 | Math and Science Instruction | An emphasis on students with disabilities in general education will be maintained while learning standards, field-based learning, problem solving, direct instruction and accommodations/modifications designed for K-12 mathematics and science. |

| | | |
|-----------|--|--|
| SPED 433 | Language Arts and Reading Instruction | Overview of principles of reading instruction, elements of the language arts program including literature-based reading, content area reading, the role of phonics, emergent literacy, and diagnosis of reading problems. |
| SPED 465 | Characteristics of MMSN and ESN | In-depth examination of individuals with mild to extensive support needs and pertinent critical issues in special education. |
| SPED 482A | Curr/ Methods for MMSN | Curriculum development, instructional methodology and materials for teaching individuals with mild/moderate support needs. Instructional strategies permitting access to the core curriculum. |
| SPED 487 | Initial Student Teaching in General & Special Education Settings | Directed teaching in department-approved special education or inclusive general education/special education setting with designated hours in a general education elementary setting, to meet skills and competencies specified for Education Specialist credential requirements. |
| SPED 489A | Directed Teaching MMSN | Directed teaching in department-approved Mild/Moderate placement to meet California's MMSN credential requirements. |
| SPED 520 | Assessment in Special Education | Critically examines application of measurement and data analysis in the K-12 classroom. |
| SPED 522 | Positive Behavior Support | Advanced theory and technology of applied behavior analysis as it applies to individual, class-wide, and school-wide Positive Behavior Support. Regulations mandated by AB 86. |