

CSUF Education Specialist Credential Program

Early Childhood Special Education Preliminary Credential

INTERN - 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
- 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 Early Childhood Special Education Preliminary Credential Program

FALL SEMESTER COURSES:

SPRING SEMESTER COURSES:

COURSE	UNITS
SPED 400	3
SPED 428	3
SPED 436	3
SPED 489C	6
SPED 514	3
SPED 490	1

COURSE	UNITS
SPED 489D	6
SPED 421	3
SPED 482C	3
SPED 515	3
SPED 522	3
SPED 490	1

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)- For the TK/K Authorization
- 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.

**Early Childhood Special Education
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 400	Foundations of Early Childhood Special Education	Provides characteristics of young children ages birth-5 years with disabilities, developmental delays and those “at risk” for developmental delays. Rationale for early intervention and preschool programs, program models and service delivery approaches will be presented.
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 428	Inclusive Education	Introduces the concepts, strategies, and legislation for including young children with disabilities alongside their typically developing peers in natural environments. Emphasis includes best practices such as Universal Design for Learning (UDL), environmental assessment, and collaboration with families and school personnel.

SPED 436	Literacy for Early Childhood Special Education Specialists	Basic principles of and teaching techniques for emergent literacy in reading, writing and verbal and non-verbal communication for children with disabilities birth to age five.
SPED 482C	Curriculum, Methods and Intervention in Early Childhood Special Education	Early childhood special education foundations course with a focus on the curriculum of preschool, instructional planning, designing engaging room environments, technology applications and intervention.
SPED 489C	Directed Teaching in Special Education: Early Childhood	200 hours of supervised practice filed/clinical experience with typical and exceptional individuals ages birth to five years related to skills and competencies specified for the completion of university or state-approved endorsements or certificates.
SPED 489D	Directed Teaching in Special Education: Preschool/TK/K	400 hours of supervised practice filed/clinical experience with exceptional individuals aged 3-5 years (preschool/TK/K) related to skills and competencies specified for the completion of university or state-approved endorsements or certificates.
SPED 514	Infant Assessment and Intervention	Transdisciplinary model for assessment of infant birth to three years of age at risk for developmental delays and their families will be presented. Culturally sensitive assessments and family-focused interventions used to develop Individualized Family Service Plans (IFSP) will be presented.
SPED 515	Preschool Assessment and Intervention	Assessment of preschool-age children at risk for developmental delays and their families using both formal and informal testing instruments. Translation of child and family assessments into preschool special education program planning will also be discussed.
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.