

CHAPTER 2

Program Preparation and the Admissions Process

Congratulations! If you are reading this, you are considering one of the most rewarding careers possible. Special Educators work across all ages and grades as team members with other educators to assure that students with disabilities receive a free, appropriate, and public education as close as possible to their typical peers. Special Educators make curriculum accessible to all students, make a difference in the lives of children and families, provide leadership where they serve, interact daily as a positive force in the education community, advocate for students and their families, and respect and celebrate diversity.

Earning a California Education Specialist Credential is a two-phase process. Candidates first earn a Level I Preliminary Education Specialist Credential, which expires after five years. After teaching two years and completing additional coursework, candidates earn a Level II Professional Clear Education Specialist Credential.

Before you even read this chapter, you should attend a Program Overview. The overview schedule is found at <http://ed.fullerton.edu/adtep/Overviews.htm>. Overviews are held at the Fullerton and Irvine campuses. At the Overview, you will have the opportunity to ask questions and to be directed to specific faculty and staff who can address your specific needs.

Most of this *Handbook* focuses on the Level I Preliminary Education Specialist Credentials. Chapter 12, The Professional Clear Level II Education Specialist Credential, presents information on advanced credential requirements.

As you complete your undergraduate coursework, there are important decisions you need to make regarding the area within special education in which you would like to be credentialed, the grade level of students you wish to work with, how you will establish your subject matter competency, what undergraduate coursework you should complete, and whether you hope to be employed while earning your credential. These decisions impact each other and also have implications for your employment setting and potential.

This chapter is organized by the following subheadings:

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- [*Demonstrating Subject Matter Competency: How will you demonstrate subject matter competency in a way that meets state and federal requirements?*](#)
- [*Grade Level Options: What age level of children do you want to work with?*](#)
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Education Specialist Credential Areas: Which is right for you?

The Cal State Fullerton Department of Special Education offers three Education Specialist Credentials. Each credential authorizes the holder to work with a different population of students with disabilities. The following information was excerpted from [Standards of Quality and Effectiveness for Education Specialist Credentials](#), California Commission on Teacher Credentialing.

- **Education Specialist, Early Childhood Special Education:** Early childhood special education includes the provision of educational services to children from birth through pre-kindergarten that are eligible for early intervention, special education, and/or related services under federal and state laws. Children with a primary disability of deafness or hearing impairment, deaf-blindness, visual impairment including blindness or orthopedic impairment must be served by a professional holding the authorization specific to the low incidence disability.
- **Education Specialist, Mild/Moderate Disabilities:** Credentials in Mild/Moderate Disabilities authorize the provision of services to individuals in grades K through 12, including adults. Students with mild/moderate disabilities may be inefficient learners who have difficulties imposing structure on learning tasks. They may display delays in intellectual development, specific learning disabilities, and/or serious emotional disturbances. Frequently their behavior is characterized by under achievement, failure expectancy, and social competence deficits. They may be impulsive, easily distracted, and inattentive. Further, they may experience difficulties in generalizing skills and in predicting events or consequences of behavior. This credential authorizes the teaching of individuals with specific learning disabilities, mental retardation, other health impaired, and serious emotional disturbance.
- **Education Specialist, Moderate/Severe Disabilities:** Credentials in Moderate/Severe Disabilities authorize the provision of services to individuals in grades K through 12, including adults. Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. This credential authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities.

Once you have made your decision on the type of credential you wish to pursue, you will then need to consider how to establish subject matter competency and what grade levels to emphasize during your credential program.

Demonstrating Knowledge of Basic Skills: What assessment should you choose?

At this time, all candidates must successfully pass the California Basic Educational Skills Test. Read more on this assessment at <http://www.cbest.nesinc.com/>.

Demonstration Subject Matter Competency: How will you demonstrate subject matter competency in a way that meets state and federal requirements?

The California Commission on Teacher Credentialing requires that candidates establish subject matter competency. This is in addition to the documentation of basic skills, which is accomplished through passage of the California Basic Educational Skills Test (CBEST). For teachers planning to teach in secondary settings (grades 7-12), it is difficult to advise students the appropriate type of subject matter competence because so much depends on the specific environment in which the teacher works and the policy of the employing district. However, the following generalities may be a guide:

- To be No Child Left Behind (NCLB) compliant, school districts are required to hire teachers that meet standards for "highly qualified" in subject matter competency.
- Teachers working with students who are categorized as having Moderate/Severe settings are more likely to be placed in a setting for which the CSET-MS is the appropriate subject matter competence.
- Teachers working with students who are categorized as having Mild/Moderate settings are more likely to be placed in a setting that is subject matter specific. Thus, the CSET in a specific subject matter area (math, science, or English/Language Arts) is the appropriate subject matter competence.
- Newly employed special education teachers are often granted a grace period in which to establish the appropriate subject matter competence.
- Student teachers must meet the subject matter competency requirements of their field placement.

The type of subject matter competency that should be established is dependent on the type of credential pursued as well as the grade level chosen. For candidates wishing to teach in secondary settings (grades 7-12), the required subject matter competence is also based on whether you are employed in a single subject content area (such as math, science, or English/language arts) or in a self-contained classroom (such as a Special Day Class).

- **Early Childhood Special Education:** Subject matter competence for Early Childhood is established through undergraduate coursework in child development. Students pursuing this credential should major or minor in a discipline that will allow them to complete early childhood and child development coursework, such as Child and Adolescent Studies.
- **Mild/Moderate Disabilities:** The type of subject matter competence that should be earned for candidates pursuing an Education Specialist, Mild/Moderate Disabilities depends on the employment setting.
 - **K-6 Setting:** Successful passage of the three parts of the CSET-MS: Part 1, Language Arts/Social Studies; Part II Math/Science; and Part III Combination of Health, Physical Education, Visual performing Arts, and Development
 - **7-12 Setting (Self-Contained Classroom):** Successful passage of the three parts of the CSET-MS: Part 1, Language Arts/Social Studies; Part II Math/Science; and Part III Combination of Health, Physical Education, Visual performing Arts, and Development
 - **7-12 Setting (Subject Matter Specific Classroom):** Successful completion of a Subject Matter Preparation Program or passage of all required Subtests for the CSET in a specific content area, which include
 - Foundational Level Mathematics – Two Mathematics Subtests are required: I Algebra/Number Theory and II Geometry/Probability and Statistics.
 - English/Language Arts – Four English/Language Arts Subtests are required: I English Literature; II English Language, Linguistics; III English Composition; and IV English Communication.

- Science –See http://ed.fullerton.edu/seced/Credential_Prog/Science.html for information on specific CSETs required for different science disciplines.
- **Moderate/Severe Disabilities:** The type of subject matter competence that should be earned for candidates pursuing an Education Specialist, Moderate/Severe Disabilities depends on the employment setting.
 - **K-6 Setting:** Successful passage of the three parts of the CSET-MS: Part 1, Language Arts/Social Studies; Part II Math/Science; and Part III Combination of Health, Physical Education, Visual performing Arts, and Development
 - **7-12 Setting (Self-Contained Classroom):** Successful passage of the three parts of the CSET-MS: Part 1, Language Arts/Social Studies; Part II Math/Science; and Part III Combination of Health, Physical Education, Visual performing Arts, and Development
 - **7-12 Setting (Subject Matter Specific Classroom):** Successful completion of a Subject Matter Preparation Program or passage of all required Subtests for the CSET in a specific content area, which include
 - Foundational Level Mathematics – Two Mathematics Subtests are required: I Algebra/Number Theory and II Geometry/Probability and Statistics.
 - English/Language Arts – Four English/Language Arts Subtests are required: I English Literature; II English Language, Linguistics; III English Composition; and IV English Communication.
 - Science –See http://ed.fullerton.edu/seced/Credential_Prog/Science.html for information on specific CSETs required for different science disciplines.

Grade Level Options: What age level of children do you want to work with?

Your decision about how to establish subject matter competence impacts your decision about what age level of children you will work with. In turn, this influences your selection of your student teaching fieldwork experiences.

If you are in early Childhood Special Education, this decision is made for you, as all candidates complete two fieldwork experiences. One is at the infant/toddler level and the other is at the preschool level. Both experiences must be in public school districts or state-supported non-public agencies. We do not place in private setting.

Candidates working toward a credential in Mild/Moderate or Moderate/Severe disabilities choose either a K-6, 7-8, 9-12, or Adult setting for each of two fieldwork experiences. As the time nears, you will want to discuss your options with your advisor. Some school districts require subject matter competency in a single subject area; others require subject matter competency in multiple subjects. Because Cal State Fullerton requires that student teachers meet the appropriate subject matter competence for the educational setting of their field placement, the type of subject matter competence you have established will determine your options.

Children and students with disabilities should be placed in the least restrictive environment. Student teachers from Cal State Fullerton may complete their fieldwork in public school districts and state-supported non-public agencies. These settings range from full inclusion to full segregation. Because there are specific competencies that may only be met in an inclusive

setting, candidates who are working in a segregated setting may be required to complete additional fieldwork hours outside that setting.

Undergraduate and Prerequisite Coursework: What undergraduate coursework do you need?

Your undergraduate coursework can make an important difference in how prepared you are to engage and support your future students in learning. Here are our recommendations. Some of the prerequisite courses at the 300-level may be taken at the community college.

Completion of an early fieldwork experience, such as the ones required in SPED 371, EDEL 315, and EDSC 310, will allow you to work with children with all kinds of disabilities and at all grade levels. These experiences should help you make some of the important decisions we've outlined in this document.

- **Early Childhood Special Education:**
 - Undergraduate Coursework: Remember that subject matter competence for Early Childhood is established through undergraduate coursework in child development. A minimum of 12 units of coursework in early childhood and child development is required. Students pursuing this credential should major or minor in disciplines that allow them to complete early childhood and child development coursework, such as Child and Adolescent Studies, Human Services, Health, or Psychology.
 - Prerequisite Coursework:
 - SPED 371 (3) The Exceptional Individual
 - HCOM 407 (3) Speech-Language Development and Disorders
 - SPED 421 (3) Working with Families of Individuals with Disabilities
 - Credential Coursework: Coursework in the Education Specialist, Early Childhood Special Education credential focuses on characteristics, assessment and intervention strategies for infants, toddlers, and preschool children and their families.

- **Mild/Moderate or Moderate/Severe Disabilities, K-6 Grade or Self-Contained Classroom Settings**
 - Undergraduate Coursework: Candidates who hope to teach in a K-6 or self-contained classroom setting may achieve subject matter competence through the CSET-MS. Successful passage of this test requires a broad foundation in all subject matter areas. Students pursuing this credential should major or minor in a discipline that will give them a well-rounded education. In addition, we also recommend coursework in child and adolescent studies, education, health and human services, psychology, and liberal studies.
 - Prerequisite Coursework:
 - SPED 371 (3) The Exceptional Individual
 - Child development course: CAS 101 or CAS 312 or CAS 325 A & B or PSYC 361
 - EDEL 315 (3) Introduction to Elementary Classroom Teaching
 - SPED 421 (3) Working with Families of Individuals with Disabilities
 - Credential Coursework: Coursework will focus on characteristics and the curriculum, instruction, and assessment of elementary school children and/or teaching in self-contained classroom settings. Candidates who select the

Moderate/Severe path will also complete coursework that develops their skills in meeting the special needs of students with moderate/severe disabilities.

- **Mild/Moderate or Moderate/Severe Disabilities, 7-12 Grade Single Subject Settings**
 - Undergraduate Coursework: Candidates who wish to teach in a 7-12 grade single subject classroom setting may achieve subject matter competence in one of three core single subject areas: Science, English/Language Arts, or Foundational Level Mathematics. Students pursuing this credential should major or minor in a discipline that will supports their expertise in science, math, or English/language arts. In addition, we also recommend additional coursework in education, human services, psychology
 - Prerequisite Coursework:
 - SPED 371 (3) The Exceptional Individual
 - EDSC 320 (3) Adolescence and Education
 - EDSC 310 (3) The Teaching Experience
 - SPED 421 (3) Working with Families of Individuals with Disabilities
 - Recommended: EDSC 304 (3) Personal Pedagogy in Educational Technology for Secondary Teachers
 - Credential Coursework: Coursework will focus on characteristics and the curriculum, instruction, and assessment of secondary students and teaching in the content areas of math, science, and English/language arts.

The Internship Program: How soon do you want to be employed?

Because of the high demand for special education teachers, many are hired before they have completed their credential program. The Cal State Fullerton Education Specialist Internship Program is designed for students who wish to complete credential requirements while currently teaching in their credential preparation area/s in the public schools. These candidates should be highly motivated, organized, and capable students who have a schedule that will allow them to assume full-time teaching responsibilities while completing rigorous university coursework.

There are many benefits to completing your credential program as a paid intern. Special program features include (1) an emphasis on effective teaching strategies in reading and mathematics and (2) specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations for the inclusive classroom. Further, the Internship Program is a 24-month program that results in a Level II Professional Clear Education Specialist Credential.

However, the Internship Program is not for every student. Many candidates find the pace too rigorous, feel that they are not ready to assume full responsibility for a classroom of children, do not have the necessary prerequisite and preservice coursework completed in time to accept an internship, or prefer the gradual induction of the traditional student teaching experience with a supportive Master Teacher.

If you hope to earn your credential as an intern, you will need to complete additional coursework and requirements. For further information, see The Department of Special Education Website and Chapter 7 of the Education Specialist Credential Program Handbook at <http://ed.fullerton.edu/sped/>.

Admission Requirements and Process

The admissions process requires two and possibly three complicated steps. Each step is critical to your successful admission to the Education Specialist Credential Program!

Before you even start the admissions process, you should attend a Program Overview. The overview schedule is found at <http://ed.fullerton.edu/adtep/Overviews.htm>. Overviews are held at the Fullerton and Irvine campuses. You should also spend some time reviewing information at the Admissions to Teacher Education Website at ed.fullerton.edu/adtep/.

1. Admission to California State University, Fullerton as a Post-Baccalaureate Student, Education Specialist Credential

Any undergraduate in the program who expects to graduate before completing the program must file for admission to the University as a post-baccalaureate, education specialist credential student. Candidates should apply to the university through www.csumentor.org and promptly submit a complete set of official transcripts. The University admission process may take several months and is very dependent upon receipt of the official transcripts.

University Admission requirements include:

- GPA of 2.75 in last 60 units of coursework attempted (2.67 overall)
- Bachelor's degree from accredited university

It is recommended that candidates gain admission to the University prior to completion of prerequisite coursework. This will enable the candidate to pay state-supported fees for coursework instead of Extended Education fees, which are substantially higher.

Candidates must also indicate, where prompted in the University application, their emphasis of one of the following:

- Mild/Moderate (K-12) - code # 468;
- Moderate/Severe (K-12) - code # 469
- Early Childhood Special Education (ECSE) (0-5 year olds) – code # 435

Note: Students in the Streamlined Teacher Education Program (STEP) need only provide proof of enrollment as an undergraduate student at Cal State Fullerton. STEP students apply to the program in their sophomore year and are admitted in the fall of their junior year. For additional information about the STEP program, see <http://www.fullerton.edu/cct/Steps/stepsindex.htm>.

2. Admission to the Education Specialist Credential Programs

In response to California Commission on Teacher Credentialing standards, candidates at California State University, Fullerton must meet several requirements before they are admitted to one of the Education Specialist Credential Programs. Education Specialist Credential Programs admission requirements include all of the following:

- A. Initial Application:** The following items are due February 28 (for fall applicants) or September 30 (for spring applicants). Applicants should make copies of all documents before they submit their application. Delay in submission of these documents may compromise program admission. An application is not considered complete until all of the following are submitted:
- CSUF Application Verification
 - Special Education Credential Application
 - \$50 processing fee receipt
 - Autobiography (Letter of intent)

- Certificate of Clearance Application (contact Christine Wyder 714-278-4028 for more information)
- Unofficial (unsealed) transcripts of all colleges attended
- Four Letters of Recommendation (2 Faculty and 2 Child & Youth Experiences)
- TB Test Results (recent—within the past 4 years)
- MMR Immunization (measles, mumps, and rubella)

B. Admission Interview: Your admission interview will be scheduled once all materials above have been received and reviewed. The interview is conducted by a panel of TWO faculty members, and each candidate participates in a group discussion, a group collaborative problem solving activity, and an independent writing response to a prompt. sample.

C. Completion of Admissions File: The items below must be submitted to complete your file. Submit them as soon as possible.

- Documentation of successful passage of CBEST
- Documentation of successful passage of CSET (Early Childhood candidates are exempt) (see *Information on Highly Qualified*, below)
- Documentation of having met the U.S. Constitution/Government requirement
- Verification of successful completion of all prerequisites.

D. Preorientation: The last part of this step in the admissions process is attendance at preorientation. Failure to attend preorientation may result in the deferment of admission to the Education Specialist Credential Programs.

Note: Admission to the Level II Credential Program and/or MSE Concentration in Special Education is covered in Chapter 12, The Professional Clear Level II Education Specialist Credential.

3. Admission to the Education Specialist Credential Programs Internship Program

In addition to completing of all of the above, candidates who wish to complete the Education Specialist credential program on an internship credential must meet complete pre-service coursework and meet additional requirements. Documentation of having met these requires is achieved through completion and filing of the Intern Readiness Form (DT-IR) with the Special Education Internship Program Director. With the filing of this document, the candidate's name and qualifications are released to approved districts and agencies. See Chapter 7 for further details.

Program Requirement Plans for Education Specialist Credential, Mild/Moderate and Moderate/Severe

There are six options for the Education Specialist Credential. Each option is tailored to specific qualifications and goals of candidates, and is available for both Mild/Moderate and Moderate/Severe.

In order to avoid having to take extra coursework, candidates should consider carefully which plan to choose. If you must change your program plan, you are required to file a new plan with your faculty advisor and are subject to all of the requirements of that new plan.

- **Education Specialist, Level 1, Option 1 (PRP-ES-L1-O1):** This option is for candidates who are seeking only a Level I Preliminary Education Specialist Credential. This program requires two student teaching experiences, one in a K-6 general education setting and the other in a K-6 special education setting. In addition, this option requires that candidates successfully pass the CSET-MS to establish their subject matter competence. At the end of the program, successful candidates are recommended for the Level I Preliminary Education Specialist Credential in either Mild/Moderate or Moderate/Severe.
- **Education Specialist, Level 1, Option 2 (PRP-ES-L1-O2):** This option is for candidates seeking a double credential – the Level I Preliminary Education Specialist Credential and a Preliminary Multiple Subject Credential. This program requires two student teaching experiences, one in a K-6 general education setting and the other in a K-6 special education setting. In addition to all the coursework in Option 1, however, this option includes additional coursework in methods of teaching specific subject matter areas in the elementary classroom and an additional semester of student teaching. In addition, this option requires that candidates successfully pass the CSET-MS to establish their subject matter competence. Candidates must also successfully complete the Teaching Performance Assessment. At the end of the program, successful candidates are recommended for the Level I Preliminary Education Specialist Credential in either Mild/Moderate or Moderate/Severe and the Preliminary Multiple Subject Credential.
- **Education Specialist, Level 1, Option 3 (PRP-ES-L1-O3):** This option is for candidates seeking a double credential – the Level I Preliminary Education Specialist Credential and a Preliminary Single Subject Credential. This program requires two student teaching experiences, one in a 7-12 general education setting and the other in a 7-12 special education setting. Candidates are required to choose either English/Language Arts, Foundational Level Mathematics, or a content area within Science for their single subject area. In addition, this option requires that candidates successfully pass the appropriate CSETs in that content area to establish their subject matter competence. Candidates must also successfully complete the Teaching Performance Assessment. At the end of the program, successful candidates are recommended for the Level I Preliminary Education Specialist Credential in either Mild/Moderate or Moderate/Severe and the Preliminary Single Subject Credential in the content area specified.
- **Education Specialist, Level 1, Option 4 (PRP-ES-L1-O4):** This option is for candidates who have already earned a Multiple or Single Subject Credential and are seeking a Level I Preliminary Education Specialist Credential. This 30-33-unit program requires one student teaching experience in a K-12 special education setting. For candidates with an SB2042 credential, this option consists of 30 units. Candidates with a Ryan credential who do not have a CLAD Certificate will be required to complete an additional 3 units of coursework (SPED 434 and SPED 438) to earn their English Authorization, for a total of 33 units. At the end of the program, successful candidates are recommended for the Level I Preliminary Education Specialist Credential in either Mild/Moderate or Moderate/Severe.
- **Education Specialist, Level 1, Option 5 (PRP-ES-L1-O5):** This option is for candidates who have been enrolled in the Blended Teacher Education Program. At the end of the program, successful candidates are recommended for the Level I Preliminary Education Specialist Credential in either Mild/Moderate or Moderate/Severe.
- **Education Specialist, Intern (PRP-ES-I):** This option is for candidates who are seeking both the Level I Preliminary and Level II Professional Clear Education Specialist Credential while teaching full-time on an Internship Credential. To establish subject matter competence, candidates must successfully pass the CSET-MS or CSET in a single subject area depending upon the grade levels chosen. This program combines

Level I and Level II coursework into one program plan and requires two student teaching experiences, one in a general education setting and the other in a special education setting. At the end of the program, successful candidates are recommended for the Level II Professional Clear Education Specialist Credential in either Mild/Moderate or Moderate/Severe.

Program Requirement Plan for Early Childhood Special Education Credential or Certificate

There are three different options for the Early Childhood Education Specialist Credential. Each of these options is tailored to specific qualifications and goals of candidates. None of these plans include coursework for a Multiple or Single Subject Credential.

In order to avoid having to take extra coursework, candidates should consider carefully which plan to choose. If you must change your program plan, you are required to file a new plan with your faculty advisor and are subject to all of the requirements of that new plan. All require passage of the CBEST.

- ***Early Childhood Special Education, Level 1 (PRP-ECSE)***: This option is for candidates who are seeking the Level I Preliminary Early Childhood Education Specialist Credential. This program requires two student teaching experiences, one in an infant/toddler setting and the other in a preschool setting. At the end of the program, successful candidates are recommended for the Level I Preliminary Early Childhood Education Specialist Credential.
- ***Early Childhood Special Education Certificate (PRP-EDSC-C)***: This option is only available to candidates who have a Level II Clear Education Specialist credential, Mild/Moderate or Moderate/Severe and are seeking the Early Childhood Education Specialist Certificate. This x-unit program requires two student teaching experiences, one in an infant/toddler setting and the other in a preschool setting. At the end of the program, successful candidates are recommended for the Early Childhood Education Specialist Certificate.
- ***Early Childhood Special Education, Intern (PRP-ECSE-I)***: This option is for candidates who are seeking both the Level I Preliminary and Level II Professional Clear Early Childhood Education Specialist Credential while teaching full-time on an Internship Credential. This x-unit program requires two student teaching experiences, one in an infant/toddler setting and the other in a preschool setting. At the end of the program, successful candidates are recommended for the Level II Professional Clear Early Childhood Education Specialist Credential.

Planning Your Student Teaching Placements

Where you complete your student teaching is a negotiation between you, district personnel, and the Fieldwork Coordinator. Candidates should submit a complete and comprehensive Student Fieldwork Profile (PRE-SFP). This profile form, found in Chapter 13, allows candidates to identify their wishes for their placement. Of course, placements depend on the course being completed, school and district availability, Master Teacher qualifications, and whether there is a supervisor who is willing to travel to the site.

Scholarships and Financial Aid

Students completing requirements for a teaching credential have access to financial aid. There are several websites and opportunities that candidates become familiar with:

- College of Education Scholarships <http://ed.fullerton.edu/Scholarships/index.html>
- Office of Financial Aid www.fullerton.edu/financialaid/index.htm
- College of Education Financial Aid www.fullerton.edu/financialaid/scholar/edbody.htm
- Assumption Program for Loans of Education (APLE) <http://aple.csusuccess.org/scholarship>

There may be support available for folks who are working towards a Single Subject Credential Program in mathematics or science. Support may include financial aid for the cost of CSET Test Preparation and examination fees. This support is provided by the Chancellor’s Office Teacher Track project. Contact Dr. Hallie Yopp (hyopp@fullerton.edu) for additional information.

The Orange County Department of Education, with funding from the California Commission on Teacher Credentialing, offers a Paraprofessional Teacher Training Program (<http://ite.ocde.us/pttp.htm>) to assist classroom instructional aides in earning multiple subject, single subject, or special education teaching credentials. The program provides assistance to pay for tuition, books, and fees for paraprofessionals, who are completing college and university coursework, to obtain their teaching credentials.

Prerequisite Coursework

Depending on the credential objective, candidates must complete a series of prerequisite courses. These courses prepare candidates to the teaching profession and public schools. In SPED 371, candidates will learn about the differences in school settings and categories of disabilities. Candidates will need to decide whether they are interested in a multiple subject setting (grades K-6), single subject setting (grades 7-12), or early childhood setting (ages 0-5). In addition, they will also need to determine whether they wish their Education Specialist Credential to be for Mild/Moderate, or Moderate/Severe or Early Childhood. Further information on these categories is provided in Chapters 3, 4, and 5.

Multiple sections of all of these courses are offered during the fall, spring, and summer semesters. Many are also offered during intersession. Catalog descriptions of all courses are provided in Appendix E, Course Descriptions

Prerequisite Courses for Multiple Subject Settings (K-6)	
SPED 371 (3)	The Exceptional Individual
CAS 312/325 (3)	Child Development
EDEL 315 (3)	Introduction to Elementary Classroom Teaching
SPED 421 (3)	Working with Families of Individuals with Disabilities
Prerequisite Courses for Single Subject Settings (7-12)	
SPED 371 (3)	The Exceptional Individual
EDSC 310 (3)	The Teaching Experience
EDSC 320 (3)	Adolescence and Education
SPED 421 (3)	Working with Families of Individuals with Disabilities
Prerequisite Courses for Infant/Toddler/Preschool Settings (0-5)	
Approved units (3)	Child Development
SPED 371 (3)	The Exceptional Individual
SPED 400 (3)	Early Childhood Special Education
SPED 421 (3)	Working with Families of Individuals with Disabilities

Preorientation

Students accepted into the Special Education Credential Program are required to attend a Preorientation meeting held at the end of the semester they were accepted. Students will be informed of the date, time, and location of the meeting in their acceptance letter to the program. This meeting is mandatory. Students who do not attend may have their admission deferred to the following semester. Preorientation will be scheduled during late-May for fall admits, and during mid-December for spring admits. Students will be required to submit the New Candidate Checklist (PRE-NC) at preorientation. This form is included in Chapter 13.

Teaching Portfolio

Throughout the program, candidates collect evidence of their knowledge, skills, and dispositions in their Teaching Portfolio. The Teaching Portfolio is introduced in credential coursework and includes all assessment forms, signature assignments for teacher credential courses, documentation of directed teaching experiences, and reflections. This portfolio will be developed during the Level II coursework. Further information on the Teaching Portfolio is provided in Appendix D, Teaching Portfolio Requirements.

Education Technology Competency Policy

In prerequisite, credential and graduate courses in the Department of Special Education, students will be expected to meet the Education Technology Competency Policy. Students are expected to have regular access to an Internet-connected computer with Microsoft Office XP or 2003 (Word, PowerPoint, and Excel). Students are expected to use technology as a research, communication, collaboration, teaching, and learning tool. This policy is provided in Appendix F, Education Technology Competency Policy.

Other Important Details

There are a few more details to be aware of as you prepare for the Education Specialist Credential Program:

- Student teachers are expected to follow the district/agency calendar. Thus, if the Cal State Fullerton spring break falls during your student teaching, you will be student teaching during your spring break!
- Attendance is critical! You are required to be in your fieldwork setting for every required hour! You are also required to be prompt and attend all classes. Poor attendance may result in your program removal.
- You may not enroll in classes for which you have not met the prerequisites. Therefore, you need to plan your courses carefully.
- You are required to write in APA format in all of your classes.
- You may not intern unless you have completed all prerequisite and preservice requirements.
- You may be removed from the credential program at any time if you
 - Exhibit academic dishonesty as defined by the University Catalog
 - Exhibit inappropriate student conduct as defined by the University Catalog
 - Exhibit unacceptable academic, field, pedagogical, and/or clinical performance behaviors
 - Fail to meet the standards set by the Commission on Teacher Credentialing

- Fail to behave according to the standards of the profession, public schools, university, department and/or program
 - Fail to demonstrate credentialing competencies
- You are a guest of the school/district/agency in which you are placed, and you are also an education professional and are a representative of the University. You should act accordingly.