Education Specialist Credential Program

Extensive Support Needs Preliminary Credential

Department of Special Education

NAME:

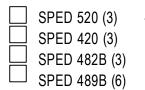
CWID:

ALL OF THE FOLLOWING MUST BE COMPLETED PRIOR TO SEMESTER 1:

Admission to the University and the Education Specialist Credential Program

	Basic Skills Requirement (CBEST of CPR – (Cardiopulmonary Resuscita CONSTITUTION COURSE or exam * SPED PREREQUISITES : SPED 322 (3)	eachers (CSET) *Each subtest is valid for <u>ten</u> years. r Equivalent) *Test results never expire.
SEM	IESTER 1 CORE COURSES:	ADDITIONAL REQUIRED COURSES:
	SPED 522 (3) SPED 432 (3) SPED 433 (3) SPED 488 (6)	SPED 401 (3)SPED 421 (3)SPED 464 (3)Can be taken any time beforeSPED 464 (3)

SEMESTER 2 CORE COURSES (All of the above courses must be completed before taking Semester 2):



Take Together

(489B Must be final course)

Note: If you hold an existing credential or plan to be a part time student (i.e., taking 6 or less units per semester), please contact your Program Coordinator for course advisement.

All of the following must be completed prior to applying for a credential:

 \circ $\;$ Complete the CSU Exit Survey.

DATE:

- $\circ~$ Reading Instruction Competency Assessment (RICA, if required) $\circ~$ A 3.0 GPA required with a grade no lower than a C $\circ~$ U.S. CONSTITUTION COURSE or exam
- If you think you completed a course as indicated on this study plan, please complete a course equivalency petition from the following website: <u>http://ed.fullerton.edu/sped</u>.

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SPED 322	Introduction to Positive Behavior	Introduces basic theory and technology of applied behavior analysis as it applies to individual and
	Support	class-wide positive behavior support systems. Covers learning theory, assessment and evaluation of individual and classroom-wide learning environments. This course may involve observation hours.
		Overview of all areas of exceptionalities and topical review of characteristics of individuals with
SPED 371	Exceptional Individual	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.
		Pre-requisite: Sped 371. This class is an introduction to the field of autism. It focuses on the
SPED 401	Introduction to Autism	foundations & characteristics of autism spectrum disorders and presents up-to-date evidence-based best practices for teaching students with ASD.
	Collaboration and Consultation:	Preparation for completing the California Teaching Performance Assessment (CalTPA) Cycles 1 and
SPED 420	Teaching Performance Assessment	2, which is a requirement for a Preliminary Education Specialist Credential. A "B" (3.0) or better is
	Seminar	required to receive credit. Credit /No Credit only.
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.
SFED 421		
		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
SPED 425	Language and Culture for Special	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
	Populations	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.
		An emphasis on students with disabilities in general education will be maintained while learning
SPED 432	Math and Science Instruction in	standards, field-based learning, problem solving, direct instruction and
5PED 432	the Public Schools	accommodations/modifications designed for K-12 mathematics and science
		Overview of principles of reading instruction, elements of the language arts program including
SPED 433	Language Arts and Reading Instruction in the Public Schools	literature-based reading, content area reading, the role of phonics, emergent literacy, and diagnosis of reading problems.
	Characteristics of Individuals with	In-depth examination of individuals with diverse cognitive, social-emotional and physical
SPED 463	Mild/Moderate Disabilities	characteristics and their educational needs.
	Characteristics of Individuals with	In-depth examination of individuals with diverse cognitive, social-emotional, behavioral and physical
SPED 464	Moderate/Severe Disabilities	characteristics and their educational needs.
	Curriculum and Methods for	
SPED 482A	Individuals with Mild/Moderate Disabilities	Curriculum development, instructional methodology and materials for teaching individuals with mild/moderate disabilities. Instructional strategies permitting access to the Core curriculum.
	Curriculum and Methods for	
SPED 482B	Individuals with Moderate/Severe	Curriculum development, instructional methodology and materials for teaching individuals with
01 LD 402D	Disabilities	moderate/severe disabilities. Functional academics, life skills and adaptations to Core curriculum.
SPED 488	Fieldwork	Fieldwork for Special Education. 10 weeks of fieldwork
		experience in a general education classroom.
	Directed Teaching in Special	Directed teaching in department-approved Mild/Moderate placement to meet California's
SPED 489A	Education (A)	Mild/Moderate credential requirements. 10 weeks in a Special Education setting
	Directed Teaching in Special	Directed teaching in department-approved Moderate/Severe or early childhood placement to meet
SPED 489B	Education (B)	California's Moderate/Severe or early childhood special education credential requirements. 10 weeks in a Special Education Setting
SPED 520	Assessment in Special Education	Critically examines application of measurement and data analysis in the K-12 classroom.
SPED 522	Positive Behavior Support	Developing an educational approach to supporting positive behaviors in the classroom and community. Regulations mandated by Hughes AB 2386. Behavior Intervention Case Manager (BICM)
		certificate provided to qualified personnel.

DATE:

Updated: 2/24/22