

Department of Special Education

Education Specialist Credential Program

Moderate/Severe Preliminary

NAME: _____

CWID: _____

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

- Admission to the University and the Education Specialist Credential Program
- GPA of 2.75
- Certificate of Clearance TB/MMR Documentation
- California Subject Examination for Teachers (CSET) *Test scores are valid for five years.
- Basic Skills Requirement (CBEST or Equivalent)
- CPR – (Cardiopulmonary Resuscitation covering Infant, Child & Adult)
- CONSTITUTION COURSE or exam
- *PREREQUISITES: SPED 322 (3), SPED 371 (3), SPED 425 (3) *Must pass with a grade B- or better

SEMESTER 1 CORE COURSES:

- SPED 429 (3)
 - SPED 432 (3)
 - SPED 433 (3)
 - SPED 488 (6)
- } *Take Together*

ADDITIONAL REQUIRED COURSES:

- SPED 401 (3)
 - SPED 421 (3)
 - SPED 464 (3)
- } *Can be taken any time before Semester 2*

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

- SPED 520 (3)
 - SPED 522 (3)
 - SPED 482B (3)
 - SPED 489B (6)
- } *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:

- Complete the CSU Exit Survey.
- Bachelor's Degree (Institution/Date) _____
- Reading Instruction Competency Assessment (RICA, if required)
- A 2.75 GPA required with a grade no lower than a C
- 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: <http://ed.fullerton.edu/sped>.

DATE: _____

Updated: 2/25/2015

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SPED 322	Introduction to Positive Behavior Support	Introduces basic theory and technology of applied behavior analysis as it applies to individual and 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.
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	Pre-requisite: Sped 371. 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 429	Introduction to Collaboration	This course is designed to support beginning Education Specialists in ways that will foster life-long learning and a successful career in teaching. It includes training in skills that promote collaboration with colleagues and the successful inclusion of students with special needs into general education environments when appropriate. There is one time-intensive field assignment required for this class. Class time will be given to complete these requirements. Students who do not have their own classroom should arrange with peers or other sources to find a classroom in order to complete the requirements.
SPED 432	Math and Science Instruction in the Public Schools	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 in the Public Schools	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 463	Characteristics of Individuals with Mild/Moderate Disabilities	In-depth examination of individuals with diverse cognitive, social-emotional and physical characteristics and their educational needs.
SPED 464	Characteristics of Individuals with Moderate/Severe Disabilities	In-depth examination of individuals with diverse cognitive, social-emotional, behavioral and physical characteristics and their educational needs.
SPED 482A	Curriculum and Methods for 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.
SPED 482B	Curriculum and Methods for Individuals with Moderate/Severe Disabilities	Curriculum development, instructional methodology and materials for teaching individuals with 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.
SPED 489A	Directed Teaching in Special Education (A)	Directed teaching in department-approved Mild/Moderate placement to meet California's Mild/Moderate credential requirements. 10 weeks in a Special Education setting
SPED 489B	Directed Teaching in Special Education (B)	Directed teaching in department-approved Moderate/Severe or early childhood placement to meet 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.

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