

CSUF Education Specialist Credential Program
Extensive Support Needs Preliminary Credential
Department of Special Education

NAME: _____

CWID: _____

ALL OF THE FOLLOWING MUST BE COMPLETED PRIOR TO ADMISSION:

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

SEMESTER 1 CORE COURSES:

- SPED 420 (3)
- SPED 432 (3)
- SPED 433 (3)
- SPED 487 (6)

SEMESTER 2 CORE COURSES:

- SPED 401 (3)
- SPED 421 (3)
- SPED 464 (3)

SEMESTER 2 CORE COURSES (All of the above courses must be completed before Semester 2 unless approved otherwise by Program Coordinator)

- SPED 520 (3)
- SPED 522 (3)
- SPED 482b (3)
- SPED 489b (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.

All of the following 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

**CSUF Department of Special Education
Education Specialist Preliminary MMSN and ESN
Course Descriptions**

SPED 322	Intro 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	Intro 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 w/ Families of Indiv 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 & 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 & 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 463	Characteristics of MMSN	In-depth examination of individuals with diverse cognitive, social-emotional and physical characteristics and their educational needs.
SPED 464	Characteristics of ESN	In-depth examination of individuals with diverse cognitive, social-emotional and physical characteristics and their educational needs.
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 482B	Curr/ Methods for ESN	Curriculum development, instructional methodology and materials for teaching individuals with extensive support needs. Functional academics, life skills and adaptations to 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 489B	Directed ESN	Directed teaching in department-approved Mild/Moderate placement to meet California's ESN credential requirements.
SPED 520	Assessment in Sp. 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.