

Education Specialist Credential Program

Early Childhood Preliminary Credential

Department of Special Education

NAME: _____

CWID: _____

ALL OF THE FOLLOWING MUST BE COMPLETED TO BE CONSIDERED FOR FULL ADMITTANCE TO THE PROGRAM:

- Admission to the University and the Education Specialist Credential Program
- GPA of 2.75
- Certificate of Clearance TB Documentation
- Basic Skills Requirement (CBEST or Equivalent)
- CPR – (Covering Infant, Child & Adult)
- U.S. CONSTITUTION COURSE or Exam
- 9 Units of Child Development Coursework** (Any child development classes covering birth through Pre-K; Need C or better) (**Child Development Majors already met this requirement)
- Ethnic Studies Course** (Recent within 10 years; Need C- or better)

SPED PRE-REQUISITES (ONLINE):

- SPED 322 (3)
- SPED 371 (3)
- SPED 425 (3)

ADDITIONAL REQUIRED COURSES (ONLINE):

- SPED 400 (3)
- SPED 401 (3)
- SPED 421 (3)

**Must pass with a grade C or better*

FALL CORE COURSES

- SPED 436 (3)
- SPED 428 (3)
- SPED 514(3)
- SPED 489C (6)* Must be taken concurrently with 514 or have taken 514 previously.

SPRING CORE COURSES

- SPED 482C (3)
- SPED 489D (6)** Must be taken concurrently with 515 or have taken 515 previously.
- SPED 515 (3)
- SPED 522 (3)

- If you hold an existing credential, please contact your program advisor for course advisement questions.
- All of the following must be completed prior to applying for a credential:
- Complete the CSU Exit Survey.
- A 3.0 GPA required with a grade no lower than a C in core courses.
- Bachelor's Degree (Institution/Date)
- 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: 2/24/22

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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 400	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 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 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: Infants and Toddlers	90 hours of supervised practice filed/clinical experience with exceptional individuals ages birth to three 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	250 hours of supervised practice filed/clinical experience with exceptional individuals aged 3-5 years related to skills and competencies specified for the completion of university or State-approved endorsements or certificates.
SPED 514	Infant Assessment and Intervention	Tran disciplinary 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	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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