

CSUF Education Specialist Credential Program
Early Childhood Special Education Preliminary Credential
PART-TIME

Requirements that must be completed prior to admission:

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| <input type="checkbox"/> Bachelor's Degree | <input type="checkbox"/> Child Development Courses (9 units) |
| <input type="checkbox"/> SPED Pre-Requisites (min grade C-): | <input type="checkbox"/> Verification of SPED Overview |
| • SPED 371 | <input type="checkbox"/> JEIE Statement |
| • SPED 400 | <input type="checkbox"/> Certificate of Clearance |
| • SPED 425 | <input type="checkbox"/> TB Documentation |
| <input type="checkbox"/> Approved Ethnic Studies Course (min grade C-) | <input type="checkbox"/> CPR - need infant, child, and adults components. |
| <input type="checkbox"/> American Government Course or U.S. Constitution Exam | <input type="checkbox"/> Letters of Recommendation (3) |
| | <input type="checkbox"/> \$50 Department Processing Fee |

4-Semester Roadmap for Early Childhood Special Education Preliminary Credential Program

FALL SEMESTER 1:

COURSE	UNITS
SPED 401	3
SPED 428	3

SPRING SEMESTER 2:

COURSE	UNITS
SPED 522	3
SPED 421	3

FALL SEMESTER 3:

COURSE	UNITS
SPED 436	3
SPED 514	3
SPED 489C	6

SPRING SEMESTER 4:

COURSE	UNITS
SPED 482C	3
SPED 515	3
SPED 489D	6

Requirements that must be completed prior to filing for a credential:

- Passage of the California Math Teaching Performance Assessment
- Passage of the California Literacy Performance Assessment
- 3.0 GPA with no grade lower than a C

Important Notice: Program Availability

Please be aware that 2-semester and 4-semester program plans are contingent upon on student demand and application numbers. While we strive to accommodate your preferred program, it may not always be guaranteed. If your selected plan cannot be offered due to low demand, you will have the option to switch to an alternate plan.

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	Foundations of 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	Introduction to the field of autism. Foundations and characteristics of autism spectrum disorders and 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: Early Childhood	200 hours of supervised practice filed/clinical experience with typical and exceptional individuals ages birth to five 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/TK/K	400 hours of supervised practice filed/clinical experience with exceptional individuals aged 3-5 years (preschool/TK/K) related to skills and competencies specified for the completion of university or state-approved endorsements or certificates.
SPED 514	Infant Assessment and Intervention	Transdisciplinary 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	Advanced theory and technology of applied behavior analysis as it applies to individual, class-wide, and school-wide Positive Behavior Support. Regulations mandated by AB 86.