

SPECIAL EDUCATION

Special Education Program Learning Outcomes (<https://catalog.csudh.edu/program-learning-outcomes/education/master-arts-special-education-learning-outcomes/>)

College of Education

Division of Teacher Education

Master of Arts - Special Education

Education Specialist Instruction Credentials

Preliminary Credentials in Special Education

Early Childhood Special Education

Mild/Moderate Disabilities

Moderate/Severe Disabilities

Teacher Induction Program (Clear Credential)

Authorization/Certificate

Assistive Technology Specialist Certificate

Early Childhood Special Education Added Authorization

Faculty

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Special Education Program Description

The Special Education Program is designed to offer candidates both core and advanced specialization in the delivery of special education services from infancy to adulthood. The program meets the needs of college graduates who wish to pursue careers in special education. Candidates can obtain the following: Master of Arts degree in Special Education, Education Specialist Instruction Preliminary Credentials (Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education), Teacher Induction Program (Clear Credential), Early Childhood Special Education Added Authorization, and Assistive Technology Certificate. Credential, authorization, and certificate coursework combines theory, methods, and field experiences that enrich candidates teaching practices. Master degree level courses combine theory, field assignments, and a culminating experience that enhances candidates' professional expertise and specialized knowledge.

The following information is described in detailed on the California Commission on Teacher Credentialing (CCTC) website at <http://www.ctc.ca.gov/credentials/CREDS/special-ed.html>. The Education Specialist Instruction Credential authorizes the holder to conduct Educational Assessments related to candidate's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals in the area of specialization listed on the credential in the following settings:

- General education settings
- Resource rooms or services
- Special education settings
- Non-public, non-sectarian schools and agencies
- Special schools

- Alternative and non-traditional instructional
- Development centers
- Home/hospital settings
- State hospitals
- Correctional facilities

The Education Specialist Instruction Credentials require specific course work to meet competencies established by the California Commission on Teacher Credentialing (CCTC). CSUDH Special Education programs are accredited by CCTC and the National Council on Accreditation of Teacher Education (NCATE). The requirements of the Individuals with Disabilities Education Act (IDEA), ESSA (2016), California Curriculum Framework and Standards, and California Reading Initiative also serve as underpinnings for instruction, field supervision, and evaluation.

Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the **College of Education Dean's Office: COE 1490 - (310) 243-3510**.

Master of Arts in Special Education

The MA program prepares candidates to assume advanced roles in the field of Special Education. Current research and best practices in the field of Special Education underpin the curriculum. The program consists of a core of advanced coursework, electives, and a culminating experience (thesis or comprehensive exam) that support advance study in the field of Special Education. There are 30 units of course work with a minimum of 21 semester units completed in residence. Candidates who apply to both the Master of Arts Degree and the Teacher Induction Program must adhere to the requirements for both programs (e.g., GPA and course grade requirements).

Preliminary Credentials

The Special Education Program offers the following Education Specialist Instruction Credentials:

- Mild/Moderate Disabilities (M/M), authorizes the holder to conduct assessments specific to student progress in the core academic areas and to provide services to students who have specific learning disabilities; mild to moderate intellectual/developmental disabilities; autism spectrum disorders; other health impairments; emotional disturbance; and authorizes service in grades K-12 and classes organized primarily for adults through age 22.
- Moderate/Severe Disabilities (M/S), authorizes the holder to work with students how have autism spectrum disorders; deaf-blindness; moderate to severe intellectual/development disabilities; traumatic

brain injury; multiple disabilities; serious emotional disturbance; and authorizes service in grades K-12 and classes organized primarily for adults through age 22.

- Early Childhood Special Education (ECSE), authorizes the holder to work with children who have mild/moderate and moderate/severe disabilities listed above and traumatic brain injury; and authorizes service to infants, toddlers, and young children from birth to age 5 with stated disabilities and their families.

CSUDH offers two credential pathways: Intern and Student Teaching. Both are designed to be completed in two years, consist of pre-service, general and special education coursework, field experience, and a culminating Program Portfolio.

Student Teaching is a traditional credential pathway that allows student teachers to teach in public school P-12 classrooms under the guidance of a Master Teacher while completing university coursework. The program has formal agreements with school districts.

The Intern pathway allows candidates to work in P-12 schools as teachers-of-record while they complete the needed university coursework to become fully credentialed teachers. The Special Education program has formal agreements with school districts, non-public schools (NPS), and charter schools where interns are employed.

Integrated Teacher Education Program (ITEP) Education Specialist Mild/Moderate Disabilities

The ITEP Program for the Education Specialist Mild/Moderate Disabilities Credential is an option within the undergraduate Liberal Studies major wherein students earn a BA degree in Liberal Studies while also earning an Education Specialist Credential-Mild/Moderate Disabilities (Student Teaching Option only). To meet all requirements for the ITEP program, students must also complete a depth of study in Educating Children with Disabilities and be accepted into the Special Education Credential Program. The total number of units for the BA and Credential is 135 units. Please see the Liberal Studies section of the catalog, as well as an advisor in the Liberal Studies Office for more information about the ITEP Option.

Teacher Induction Program (Clear Credential)

The California Commission on Teacher Credentialing (CCTC) established a two-tier special education teaching credential structure. A five-year Preliminary Education Specialist Instruction Credential is the first document issued after an individual has met basic credential requirements. The Clear Credential is issued on completion of a CCTC approved Teacher Induction Program that focuses on the teacher's needs to expand and deepen knowledge, skills and abilities targeted to the teacher's employment and career goals in their development as a special education teacher. An individual with special education preliminary teaching credentials complete the Clear Credential requirements through the development of an Individual Learning Plan (ILP) in the Teacher Induction Program. The ILP includes appropriate professional development and/or coursework designed to expand and apply the candidate's skills and knowledge based on the California Standards for the Teaching Profession. The ILP identifies the coursework, experiences, and/or tasks that must be completed and assessed while guiding the activities to support growth and improvement of professional practice.

Admission Requirements

Below are the general program admissions requirements for entry into the Special Education programs followed by program specific requirements. Candidates may apply to the Preliminary or Teacher Induction Program, the MA, or the MA and Teacher Induction Program. However, candidates must hold a Preliminary credential to enroll in the Induction Program. Candidates who desire enroll in the Teacher Induction Program and MA are advised to do so simultaneously. In addition to the admission requirements listed below, candidates are advised to follow the detailed requirements on the Special Education program application.

General Program Admission Requirements

1. Admission to the university;
2. Application (with resume) to specific credential and/or MA degree program;
3. A bachelor's degree from an accredited college or university; official transcripts of all college course history including degree posted;
4. Acceptable grade point average (GPA): Preliminary credential programs require a 2.75 GPA in the last 60 semester units of upper division and the Teacher Induction Program and MA degree require a 3.0 GPA in the last 60 semester units of upper division and post baccalaureate work;
5. Two professional references from supervisory individuals acquainted with the applicant's professional work with children or adolescents and his/her ability to complete successfully a graduate level program;

Master of Arts in Special Education Admission Requirements

In addition to the General Program Admission Requirements the following MA requirements must be met:

1. Valid initial and/or advanced Special Education credential (e.g., California Level I/II, Preliminary/Clear, or Life Special Education Teaching Credential; hold closely aligned certification or demonstration of content knowledge in the field; out of state or international candidates must have equivalent credentials, or demonstration of deep content knowledge);
2. Candidates who are applying to both the MA and Teacher Induction Program must do so simultaneously;
3. Successful admission to the university with the following conditions:
 - a. Candidates who satisfy all the requirements for university and program admission will be admitted fully with Classified Standing;
 - b. Candidates accepted with Conditional Standing will have one semester to meet the conditions for Classified Standing;
4. The Graduation Writing Assessment Requirement (GWAR) must also be met in order to advance to Classified status. The Graduation Writing Assessment Requirement can be met on the CSU Dominguez Hills campus by one of the following:
 - A baccalaureate degree from an accredited college or university in the United States.
 - A baccalaureate degree from an accredited non-US institution where English is the primary language of instruction.
 - Graduate students who earned a 4 or above on the analytical writing component of the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT).
 - Students from a baccalaureate program offered in non-English speaking university settings can qualify to enter a graduate

program by meeting one of the following options: take the Test of English as a Foreign Language (TOEFL) and achieve a score of: 550 (paper-based); 80 (internet-based); 213 (computer-based); or achieve an International English Language Testing System (IELTS) score of 6.5.

Preliminary Credentials Admission Requirements

In addition to the general program admission requirements, the following prerequisites are common to all Preliminary credential programs (Intern and Student Teaching Options):

1. Verification passed of Basic Skills (A passing score on the CBEST or see other options for meeting basic skills at <https://www.ctc.ca.gov/>);
2. Verification of Subject Matter through the CSET Exam or through a CTC approved Subject Matter Program (**Note:** Subject Matter is not currently required for the ECSE credential);
3. Evidence of meeting the U.S. Constitution requirement through university coursework with minimum grade of C or passage of constitutional exam;
4. Valid Certificate of Clearance;
5. Tuberculosis test and vaccination verifications;
6. Verification of 45 hours of Early Field Experience **Note:** Early Childhood Special Education candidates' Early Field Experience must be in general education Pre K (public and/or nonpublic).

In addition to the general program admission requirements the following are specific for the Intern Option only:

1. Verification of full time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school with CSUDH Memorandum of Understanding (Intern Agreement);
2. Successful completion of the two pre-service courses (SPE 480 Educating Exceptional Children and Youth (3) and SPE 481 Educating Diverse Learners with Exceptionalities (3)) or the equivalent with a grade of "B-" or better is required for advancement to Intern status. Candidates who hold a Preliminary or Level I credential in another specialization or General Education may take the Pre-services classes in the first semester of their Internship;
3. Proof of advisement from Special Education Faculty or Advisor prior to applying for the Intern Credential;
4. Submission of Intern Credential Application at the Student Services Center **and** obtaining verification of the Intern Credential issued by CCTC.

Teacher Induction Program Admission Requirements

In addition to the general program admission requirements the following are specific for the Teacher induction Program (Leading to a Clear Credential)

1. initial credential (e.g., California Level I or Preliminary; out of state candidates must have equivalent credentials);
2. Verification of full-time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school;
3. Agreement by employer to provide a site-based mentor;

4. Certificate of Clearance;
5. Tuberculosis test and vaccination verification

Program Requirements

All programs require candidates to adhere to specific requirements throughout the length of the program. Foremost, candidates must adhere to all ethical and professional standards required by the university, professional organizations, and/or accrediting affiliations associated with the degree and credential. Candidates must, at all times, demonstrate high quality interpersonal skills with faculty, staff, fellow candidates, and others. If candidates fail to meet this requirement, they are subject to disqualification from the program. The following are the requirements for the MA degree and credential programs.

Master of Arts in Special Education Program Requirements

1. A minimum GPA of "B" in all coursework. Candidates must maintain a "B" average in all coursework. No course grade lower than a "C" may be used toward the MA. However, candidates who are simultaneously in the Clear and MA, no course grade lower than a "B-" may be used toward the Clear credential.
2. Continuous Enrollment. Candidates are required to maintain enrollment throughout their MA program. Candidates who have completed the maximum number of required units but have not completed their culminating activity (e.g., thesis or comprehensive examination) must enroll in SPE 600 Graduate Continuation Course (1) every semester, not to exceed two semesters. As per University Policy graduate courses may only be taken two times. In order to enroll in SPE 600 Graduate Continuation Course (1), candidates must submit an application form (available online) prior to enrollment (see University Policy on Continuous Attendance Requirement).
3. Transfer Credit. A maximum of 9 units of coursework from an accredited college or university; coursework must be no older than seven (7) years from the date of MA degree completion.
4. Time Limit on Coursework. Candidates must complete all of the requirements for the degree or credential within seven (7) years. This time limit commences with the semester of the earliest course used on the candidate's program of study. Outdated course work must be validated or repeated (see University Policy on Outdated Course work).
5. Capstone Requirement for the Master's Degree. Candidates have the option of completing a comprehensive examination or a thesis and are required to make this decision when applying for classified standing. Once candidates have advanced to candidacy, they may not switch from one option to the other. Candidates may retake the comprehensive examination one time provided the retake is within the 7-year limit.
6. Candidates completing a thesis must enroll in SPE 599 Graduate Capstone in Special Education (1-3) for a minimum of two semesters. To satisfy the continuous enrollment policy, students are expected to enroll in SPE 600 Graduate Continuation Course (1) unless they are enrolled in other courses.

Preliminary Credentials Program Requirements

1. A minimum GPA. Candidates must maintain an overall "B" average in all Special Education coursework. No course grade lower than a

"B-" may be used toward any credential. **Note:** TED courses in the Preliminary credential must have a grade of "C" or higher.

2. Field Experience. Candidates must have access to classrooms to complete field experience course work.
3. Transfer Credit. A maximum of 9 units of coursework from an accredited college or university; coursework must be no older than seven (7) years from the date of credential completion.
4. Time Limit on Coursework. Candidates must complete all of the requirements for the degree or credential within seven (7) years. This time limit commences with the semester of the earliest course used on the candidate's program of study. Outdated course work must be repeated and validated (see University Policy on Outdated Course work).

Master of Arts Degree

Course of Study (30 units)

A. Required Courses (21 units)

- GED 500 Research Methods in Education (3)
 SPE 580 Advanced Assessment, Pedagogy and Instruction for Individuals with Disabilities (3)
 SPE 581 Collaborative Planning, Implementing Evaluating Educational Programs for Students with Disabilities (3)
 SPE 582 Current Trends and Issues in Special Education (3)
 SPE 583 Education Law and Policy: Serving Students with Disabilities (3)
 SPE 584 Research I: Evidenced Based Inquiry and Practice (3)
 SPE 585 Research II: Evidenced Based Inquiry and Practice (3)

B. Elective Courses (9 units)

Candidates should select Electives from their Preliminary credential category as follows:

Early Childhood Special Education

- SPE 552 Communicative and Collaborative Partnerships with Families and Professionals (3)
 SPE 553 Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)
 SPE 554 Curriculum and Instruction in Early Childhood Special Education (3)
 SPE 458 Behavior Managements in School Settings (3)

Mild/Moderate

- SPE 405 Collaborating to Develop Self Determined Learners (3)
 SPE 458 Behavior Managements in School Settings (3)
 SPE 467 Assessment of Students with Mild/Moderate Disabilities (3)
 SPE 468 Instructional Strategies for Individuals with Mild/Moderate Disabilities (3)

Moderate/Severe

- SPE 405 Collaborating to Develop Self Determined Learners (3)
 SPE 553 Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)
 SPE 458 Behavior Managements in School Settings (3)
 SPE 565 Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3)

Early Childhood Special Education Credential: Student Teaching Option (42 units)

Degree Requirements

A. Required Courses (32 units)

- SPE 480 Educating Exceptional Children and Youth (3)
 SPE 481 Educating Diverse Learners with Exceptionalities (3)

SPE 549 Seminar in Infants and Toddlers in Early Childhood Special Education (2)

SPE 551 Biomedical Information and Technological Interventions with Children with Disabilities (3)

SPE 552 Communicative and Collaborative Partnerships with Families and Professionals (3)

SPE 553 Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)

SPE 554 Curriculum and Instruction in Early Childhood Special Education (3)

SPE 458 Behavior Managements in School Settings (3)

SPE 462 Language Disorders and Communication (3)

SPE 461 Typical and Atypical development and Assessment Issues in Special and General Education (3)

TED 403 Elementary Reading/Language Arts I: K-3 (3)

B. FIELD EXPERIENCE REQUIREMENTS (10 UNITS)

The following courses require candidates to submit an application in the semester prior to enrolling in the course:

SPE 550 Field Work in Infants and Toddlers in Early Childhood Special Education (1)

SPE 575 Student Teaching in Early Childhood Special Education (9)

CSUDH Liberal Studies majors with Catalog Rights for the 2016 Academic Year or after have met the SPE 481 Educating Diverse Learners with Exceptionalities (3) competencies and **do not** need to take SPE 481 Educating Diverse Learners with Exceptionalities (3).

Early Childhood Special Education Credential: Intern Option (47 units)

Degree Requirements

A. Required Courses (40 units)

- SPE 480 Educating Exceptional Children and Youth (3)
 SPE 481 Educating Diverse Learners with Exceptionalities (3)
 SPE 523 Special Education Intern Initial Field Experience/Seminar (3)
 SPE 525 Special Education Intern Advanced Field Experience/Seminar (3)
 SPE 526 Special Education Intern Continuing Field Experience/Seminar (2)
 SPE 549 Seminar in Infants and Toddlers in Early Childhood Special Education (2)
 SPE 551 Biomedical Information and Technological Interventions with Children with Disabilities (3)
 SPE 552 Communicative and Collaborative Partnerships with Families and Professionals (3)
 SPE 553 Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)
 SPE 554 Curriculum and Instruction in Early Childhood Special Education (3)
 SPE 458 Behavior Managements in School Settings (3)
 SPE 462 Language Disorders and Communication (3)
 SPE 461 Typical and Atypical development and Assessment Issues in Special and General Education (3)
 TED 403 Elementary Reading/Language Arts I: K-3 (3)

B. FIELD EXPERIENCE REQUIREMENTS (7 UNITS)

The following courses require candidates to submit an application in the semester prior to enrolling in the course:

SPE 550 Field Work in Infants and Toddlers in Early Childhood Special Education (1)

SPE 555 Directed Teaching in Early Childhood Special Education (6)

CSUDH Liberal Studies majors with Catalog Rights for the 2016 Academic Year or after have met the SPE 481 Educating Diverse Learners with Exceptionalities (3) competencies and **do not** need to take SPE 481 Educating Diverse Learners with Exceptionalities (3).

Mild/Moderate Disabilities Credential: Student Teaching Option (42 units)

Degree Requirements

A. Required Courses (30 units)

SPE 480 Educating Exceptional Children and Youth (3)
 SPE 481 Educating Diverse Learners with Exceptionalities (3)
 SPE 403 Reading and Language Arts Instruction for K-12 Students with Disabilities (3)
 SPE 504 Reading & Language Arts Instruction for 9-12 Students with Disabilities (1)
 SPE 405 Collaborating to Develop Self Determined Learners (3)
 SPE 458 Behavior Managements in School Settings (3)
 SPE 462 Language Disorders and Communication (3)
 SPE 461 Typical and Atypical development and Assessment Issues in Special and General Education (3)
 SPE 467 Assessment of Students with Mild/Moderate Disabilities (3)
 SPE 468 Instructional Strategies for Individuals with Mild/Moderate Disabilities (3)
 TED 410 Elementary Mathematics Methods (3)

B. FIELD EXPERIENCE REQUIREMENTS (12 UNITS)

The following courses require candidates to submit an application in the semester prior to enrolling in the course:

SPE 456 Field Experience in General and Special Education (3)
 SPE 479 Student Teaching of Individuals with Mild/Moderate Disabilities (9)

SPE 403 Reading and Language Arts Instruction for K-12 Students with Disabilities (3) is for teachers with a Single Subject or no general education credential.

SPE 504 Reading & Language Arts Instruction for 9-12 Students with Disabilities (1) is for teachers with a Multiple Subject credential.

CSUDH Liberal Studies majors with Catalog Rights for the 2016 Academic Year or after have met the SPE 481 Educating Diverse Learners with Exceptionalities (3) competencies and **do not** need to take SPE 481 Educating Diverse Learners with Exceptionalities (3).

Mild/Moderate Disabilities Credential: Intern Option (44 units)

Requirements

A. Required Courses (38 units)

SPE 480 Educating Exceptional Children and Youth (3)
 SPE 481 Educating Diverse Learners with Exceptionalities (3)
 SPE 403 Reading and Language Arts Instruction for K-12 Students with Disabilities (3)
 SPE 504 Reading & Language Arts Instruction for 9-12 Students with Disabilities (1)
 SPE 405 Collaborating to Develop Self Determined Learners (3)
 SPE 523 Special Education Intern Initial Field Experience/Seminar (3)
 SPE 525 Special Education Intern Advanced Field Experience/Seminar (3)
 SPE 526 Special Education Intern Continuing Field Experience/Seminar (2)
 SPE 458 Behavior Managements in School Settings (3)

SPE 462 Language Disorders and Communication (3)
 SPE 461 Typical and Atypical development and Assessment Issues in Special and General Education (3)
 SPE 467 Assessment of Students with Mild/Moderate Disabilities (3)
 SPE 468 Instructional Strategies for Individuals with Mild/Moderate Disabilities (3)
 TED 410 Elementary Mathematics Methods (3)

B. FIELD EXPERIENCE REQUIREMENTS (6 UNITS)

SPE 569 Directed Teaching of Individuals with Mild/Moderate Disabilities (6)

CSUDH Liberal Studies majors with Catalog Rights for the 2016 Academic Year or after have met the SPE 481 Educating Diverse Learners with Exceptionalities (3) competencies and **do not** need to take SPE 481 Educating Diverse Learners with Exceptionalities (3).

Moderate/Severe Disabilities Credential: Student Teaching Option (48 units)

Degree Requirements

A. Required Courses (36 units)

SPE 480 Educating Exceptional Children and Youth (3)
 SPE 481 Educating Diverse Learners with Exceptionalities (3)
 SPE 405 Collaborating to Develop Self Determined Learners (3)
 SPE 551 Biomedical Information and Technological Interventions with Children with Disabilities (3)
 SPE 552 Communicative and Collaborative Partnerships with Families and Professionals (3)
 SPE 553 Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)
 SPE 458 Behavior Managements in School Settings (3)
 SPE 462 Language Disorders and Communication (3)
 SPE 461 Typical and Atypical development and Assessment Issues in Special and General Education (3)
 SPE 565 Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3)
 TED 403 Elementary Reading/Language Arts I: K-3 (3)
 TED 410 Elementary Mathematics Methods (3)

B. FIELD EXPERIENCE REQUIREMENTS (12 UNITS)

The following courses require candidates to submit an application in the semester prior to enrolling in the course:

SPE 456 Field Experience in General and Special Education (3)
 SPE 576 Stu Tch Ind With Mod/Sev Disbl (9)

CSUDH Liberal Studies majors with Catalog Rights for the 2016 Academic Year or after have met the SPE 481 Educating Diverse Learners with Exceptionalities (3) competencies and **do not** need to take SPE 481 Educating Diverse Learners with Exceptionalities (3).

Moderate/Severe Disabilities Credential: Intern Option (50 units)

Degree Requirements

A. Required Courses (44 units)

SPE 480 Educating Exceptional Children and Youth (3)
 SPE 481 Educating Diverse Learners with Exceptionalities (3)
 SPE 405 Collaborating to Develop Self Determined Learners (3)
 SPE 523 Special Education Intern Initial Field Experience/Seminar (3)
 SPE 525 Special Education Intern Advanced Field Experience/Seminar (3)

SPE 526 Special Education Intern Continuing Field Experience/Seminar (2)
 SPE 551 Biomedical Information and Technological Interventions with Children with Disabilities (3)
 SPE 552 Communicative and Collaborative Partnerships with Families and Professionals (3)
 SPE 553 Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)
 SPE 458 Behavior Managements in School Settings (3)
 SPE 462 Language Disorders and Communication (3)
 SPE 461 Typical and Atypical development and Assessment Issues in Special and General Education (3)
 SPE 565 Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3)
 TED 403 Elementary Reading/Language Arts I: K-3 (3)
 TED 410 Elementary Mathematics Methods (3)

B. FIELD EXPERIENCE REQUIREMENTS (6 UNITS)

The following course requires candidates to submit an application in the semester prior to enrolling in the course:

SPE 566 Directed Teaching of Individuals with Moderate/Severe Disabilities (6)

CSUDH Liberal Studies majors with Catalog Rights for the 2016 Academic Year or after have met the SPE 481 Educating Diverse Learners with Exceptionalities (3) competencies and *do not* need to take SPE 481 Educating Diverse Learners with Exceptionalities (3).

Teacher Induction Program

The California Commission on Teacher Credentialing (CCTC) established a two-tier teaching credential structure. A five-year preliminary credential is the first document issued after an individual has met basic credential requirements. The Teacher Induction Program in the College of Education leads to a Clear Credential. The Teacher Induction program focuses on the teacher's needs to expand and deepen knowledge, skills and abilities targeted to the teacher's employment and career goals in their development as a special education teacher. An individual with a preliminary teaching credential may complete the Teacher Induction Program through the development of an Individual learning Plan (ILP). The ILP includes appropriate professional development and/or coursework designed to expand and apply the candidate's skills and knowledge-base on the California Standards for the Teaching Profession. The ILP identifies the coursework, experiences, and/or tasks that must be completed and assessed while guiding the activities to support growth and improvement of professional practice.

Teacher Induction Program Admission Requirements

In addition to the general program admission requirements, the following are specific for the Teacher induction Program (leading to a Clear Credential):

1. Valid initial credential (e.g., California Level I or Preliminary; out of state candidates must have equivalent credentials);
2. Verification of full-time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school;
3. Agreement by employer to provide a site-based mentor;
4. Certificate of Clearance;
5. Tuberculosis test and vaccination verification.

Requirements

Required Courses

EDU 470 Individual Learning Plan Development (3)
 EDU 474 Individual Learning Plan Completion (3)

Summary of Clear Multiple Subject and Single Subject Credential Requirements

A recommendation of a Teacher Induction Multiple Subject or Single Subject Credential may be made when the candidate has completed all Teacher Induction Programs courses with an overall grade point average of 2.75 with no grade lower than a C.

Early Childhood Special Education Authorization (21 or 24 units)

The Early Childhood Special Education Added Authorization (ECSE AA) is designed for credentialed Special Education teachers who are interested in teaching young children (birth to pre-kindergarten) with special needs. The ECSE AA allows the credential holder to conduct educational assessments and evaluate progress toward meeting the instructional goals of these children who are eligible for special education services across a continuum of service options.

Admission Requirements

1. Possession of a valid Level I, Preliminary, Level II, Clear, or Life Special Education Teaching Credential.
2. A 2.75 grade point average in the last 60 semester units of college work.
3. Three professional references from supervisory individuals acquainted with the applicant's work with children.

Requirements

SPE 549 Seminar in Infants and Toddlers in Early Childhood Special Education (2)
 SPE 550 Field Work in Infants and Toddlers in Early Childhood Special Education (1)
 SPE 551 Biomedical Information and Technological Interventions with Children with Disabilities (3)
 SPE 552 Communicative and Collaborative Partnerships with Families and Professionals (3)
 SPE 553 Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)
 SPE 554 Curriculum and Instruction in Early Childhood Special Education (3)
 SPE 555 Directed Teaching in Early Childhood Special Education (6)
 or
 Course for candidates who are teachers-of-record in an ECSE assignment.
 SPE 575 Student Teaching in Early Childhood Special Education (9)

Assistive Technology Specialist Certificate (15 units)

The Assistive Technology Specialist Certificate program consists of five courses for a total of 15 units. Completion of the certificate will provide Special Education personnel with the skills necessary to perform functional evaluations, determine appropriate hardware/software adaptations, and locate assistive technology resources for disabled students.

Required Courses

SPE 530 Introduction to Assistive Technology (3)

- SPE 531 Basic Assistive Technology (3)
- SPE 532 Advanced Assistive Technology (3)
- SPE 533 Administration of Assistive Technology Services (3)
- SPE 537 Capstone Course in Assistive Technology (3)