EDUCATION SPECIALIST CREDENTIAL PROGRAMS

Special Education

The curriculum meets the licensing requirements of the Commission on Teacher Credentialing. Preliminary Education Specialist programs include requirements in a general education component, core requirements including health education and CPR, plus specialization courses including student teaching. The education specialist credentials meet standards for special education birth to grade 12 teachers. The preliminary education specialist credential allows graduates to teach in the area of specialization for five years.

Admission Procedures

Admission to post-baccalaureate programs is based on the evaluation of applications to both the department and to the University. A minimum 3.0 GPA is required for admission to credential programs and must be maintained for continuation in the program. All credential applicants are required to apply to the Master of Arts in Special Education plus the education specialist credential program. If a prospective applicant already has a master’s degree, they may petition the department chair to be exempt from this requirement. Program applications are available online at: https://www2.calstate.edu/Apply. For application assistance, go to https://gcoe.sfsu.edu/current-students/how-apply.

For admission and program related questions:
Department of Special Education
(415) 338–1161
Website: sped.sfsu.edu
Email: sped@sfsu.edu (spedcd@sfsu.edu)

Preliminary education specialist credential programs are approved for the following areas:

• Early Childhood Special Education (birth to pre-K only) — mild to moderate and moderate to severe disabilities and traumatic brain injury.
• Mild to Moderate Support Needs (K–12, adults up to 22 years) — specific learning disabilities, autism spectrum disorder, mild to moderate intellectual disabilities, other health impairment, and emotional disturbance.
• Extensive Support Needs (K–12, adults up to 22 years) — autism spectrum disorder, mild to moderate intellectual disabilities, deaf-blindness, emotional disturbance, and multiple disabilities.
• Visual Impairments (birth–22 years) — blind, visually impaired, deaf-blind, and autism spectrum disorder.

For Orientation and Mobility specialization and Speech-Language Pathology services see Other Services Credentials.

Substitution of Requirements

Substitutions of course and field placement requirements may be granted when candidates have prior transcript credit and when the required skill, knowledge, and performance competencies have been mastered and verified. The department chair and faculty in the area of specialization review and approve requests for course substitutions. Courses requested for substitution have a 5-year limit.

Preliminary Education Specialist Credential

Admission and credential requirements include the following:

• A baccalaureate degree from a regionally accredited college or university.
• Satisfy Subject Matter Competency Requirement: Successful passage of the CSET Multiple Subjects Test or by completing a subject matter program prior to admission. May be satisfied by completing the subject matter requirements outlined for the Multiple Subject or Single Subject Credentials. Required for all education specialist areas except Early Childhood Special Education.
• Demonstrate knowledge of the principles of the United States Constitution, prior to award of credential. Applicants may satisfy the U.S. Constitution requirement either by course work or examination.
• Satisfy Basic Skills Requirement: successful passage of the California Basic Educational Skills Test (CBEST), CSET Multiple Subjects Test plus CSET Writing Skills Test, OR an approved out-of-state basic skills exam. Refer to the Department application for additional ways of satisfying the Basic Skills Requirement using the ELM/EPT, SAT, and/or ACT scores.
• Complete Certificate of Clearance: Fingerprint Clearance via LiveScan and Commission on Teacher Credentialing online application process.
• Pass the Reading Instruction Competence Assessment (RICA) examination, prior to award of credential. RICA is required for all education specialist areas, except Early Childhood Special Education.
• Apply for student teaching, with annual deadlines of February 28 for fall enrollment and September 28 for spring enrollment.
• Submit a Credential Approved Program (CAP) prior to student teaching reflecting all course work completed or to be completed and non-curricular requirements (submitted with the application for student teaching).
• Cardiopulmonary Resuscitation (CPR): must cover infant, child and adult CPR, an online course is not acceptable.

Education Specialist Credentials: Special Education

Core Requirements for Preliminary Education Specialist Credentials (7–9 Units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>H ED 630</td>
<td>Elementary School Health</td>
<td>1-3</td>
</tr>
<tr>
<td>or H ED 635</td>
<td>Secondary School Health</td>
<td></td>
</tr>
<tr>
<td>SPED 788</td>
<td>Law, Ethics, and Instructional Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 801</td>
<td>Development, Diversity, and English Language Learners: Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Health Education courses are offered through the College of Extended Learning. A list of health education courses approved for substitution is available on the department website: sped.sfsu.edu/content/forms-0

General Education Requirements (6 Units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>E ED 784</td>
<td>Curriculum and Instruction in Mathematics (CLAD Emphasis)</td>
<td>3</td>
</tr>
<tr>
<td>E ED 882</td>
<td>Literacy Instruction in K-12 Classrooms</td>
<td>3</td>
</tr>
</tbody>
</table>

For申请入学和申请相关问题，请联系：

Department of Special Education
(415) 338–1161
Website: sped.sfsu.edu
Email: sped@sfsu.edu (spedcd@sfsu.edu)

Preliminary教育专家资质认证计划被批准用于以下领域：

• 幼儿特教（0-5岁）— 轻度到中度和中度到重度残疾及脑损伤。
• 轻至中度支持需求（K-12，12岁以上成人）— 特殊学习障碍，自闭症谱系障碍，轻度到中度认知障碍，其他健康障碍，和情感障碍。
• 紧急支持需求（K-12，12岁以上成人）— 自闭症谱系障碍，轻度到中度认知障碍，耳聋-失明，情感障碍，和多重障碍。
• 视觉障碍（0-22岁）— 盲人，视力受损，失明，和自闭症谱系障碍。

对定向与移动专业和语言病理学服务，请参见其他服务资质。

替换要求

课程和专业领域的要求可能被授予，当候选人有先期转学学分，并且所需的技能，知识，和性能竞争性都已掌握和验证。系主任和该领域的学术委员会在专业领域审查并批准课程替换请求。用于替换的课程最多有5年有效期。

初步教育专家资格

入学和资质要求包括以下内容：

• 拥有地区性认证学院的学士学位。
• 满足科目领域知识要求：通过CSET多项科目测试，或者完成对应的科目领域课程。满足该要求可适用于所有教育专家领域，除了早期儿童特教。
• 满足基础技能要求：成功通过California Basic Educational Skills Test (CBEST)，CSET多项科目测试，以及CSET写作技能测试，或通过州外基础技能测试。请参见系部申请发布额外的满足基础技能要求的方式：ELM/EPT，SAT，和/或ACT分数。
• 完成背景调查认证：通过LiveScan和教师认证委员会在线申请流程。
• 通过阅读教学能力评估考试（RICA），在获得认证之前。RICA适用于所有教育专家领域，除了早期儿童特教。
• 申请学生实习，每年截止日期为2月28日秋季入学，9月28日春季入学。
• 提交认证认可程序（CAP）以学生实习反映完成的所有课程工作或尚未完成的课程工作以及非学术要求（提交与学生实习申请一起）。
• 心肺复苏术（CPR）：必须涵盖婴儿、儿童和成人CPR，仅在线课程不可接受。

教育专家资质认证：特殊教育

核心要求（7-9单位）

<table>
<thead>
<tr>
<th>代码</th>
<th>标题</th>
<th>单位</th>
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</thead>
<tbody>
<tr>
<td>H ED 630</td>
<td>基础教育</td>
<td>1-3</td>
</tr>
<tr>
<td>or H ED 635</td>
<td>基础教育</td>
<td></td>
</tr>
<tr>
<td>SPED 788</td>
<td>法律、伦理和教学规划</td>
<td>3</td>
</tr>
<tr>
<td>SPED 801</td>
<td>发展、多样性和英语语言教育: 特教</td>
<td>3</td>
</tr>
</tbody>
</table>

健康管理课程由扩展学习学院提供。需在部门网站查看健康管理课程，这些课程可被替换。在部门网站：sped.sfsu.edu/content/forms-0

通用教育要求（6单位）

<table>
<thead>
<tr>
<th>代码</th>
<th>标题</th>
<th>单位</th>
</tr>
</thead>
<tbody>
<tr>
<td>E ED 784</td>
<td>数学课程和教学 (CLAD)</td>
<td>3</td>
</tr>
<tr>
<td>E ED 882</td>
<td>K-12班级阅读教学</td>
<td>3</td>
</tr>
</tbody>
</table>
Not required if the student possesses a Multiple Subject or Single Subject Credential, or if pursuing an Early Childhood Special Education preliminary credential.

### Early Childhood Special Education (54–56 Units)

Core and General Education 13–15 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 729</td>
<td>Student Teaching Workshop: Early Childhood Special Education (1 unit, 2 units total)</td>
<td>1</td>
</tr>
<tr>
<td>SPED 730</td>
<td>Student Teaching: Special Education</td>
<td>9</td>
</tr>
<tr>
<td>SPED 731</td>
<td>Special Education Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>SPED 737</td>
<td>Infant Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 738</td>
<td>Preschool Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 747</td>
<td>Physical Disabilities and Sensory Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 774</td>
<td>Positive Behavior Support</td>
<td>3</td>
</tr>
<tr>
<td>SPED 777</td>
<td>Development and Learning of Young Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 779</td>
<td>Family Systems and Services for Young Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 780</td>
<td>Assessment and Program Evaluation in Early Childhood Special Education Setting</td>
<td>3</td>
</tr>
<tr>
<td>SPED 885</td>
<td>Advanced Topics in Special Education</td>
<td>3</td>
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</table>

Select one of the following: 3 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SPED 791</td>
<td>Nature of the Autism Spectrum</td>
<td></td>
</tr>
<tr>
<td>SPED 825</td>
<td>Communication, Behavior and Instructional Supports: Autism</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** SPED 730 and SPED 731 - Student teaching requires a one-semester placement with preschool children and a second-semester placement with infant/toddlers. Student teachers concurrently enroll in SPED 729 for two semesters.

### Mild to Moderate Support Needs (46–48 Units)

Core and General Education 13–15 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SPED 726</td>
<td>Workshop: Student Teaching Support Sessions for Mild/Moderate Support Needs or Orientation Mobility</td>
<td>3</td>
</tr>
<tr>
<td>SPED 730</td>
<td>Student Teaching: Special Education</td>
<td>9</td>
</tr>
<tr>
<td>SPED 763</td>
<td>Transition Planning for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 770</td>
<td>Introduction to Students with Mild/Moderate Support Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 772</td>
<td>Assessment, Curriculum, and Instruction for Students with Mild/Moderate Support Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 774</td>
<td>Positive Behavior Support</td>
<td>3</td>
</tr>
<tr>
<td>SPED 775</td>
<td>Curriculum and Instruction in Elementary Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 778</td>
<td>Curriculum and Instruction in Secondary Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3 units

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>SPED 791</td>
<td>Nature of the Autism Spectrum</td>
<td></td>
</tr>
<tr>
<td>SPED 825</td>
<td>Communication, Behavior and Instructional Supports: Autism</td>
<td></td>
</tr>
</tbody>
</table>

### Extensive Support Needs (52–54 Units)

Core and General Education 13–15 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SPED 723</td>
<td>Workshop: Student Teaching Support Sessions for Extensive Support Needs or Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 730</td>
<td>Student Teaching: Special Education</td>
<td>9</td>
</tr>
<tr>
<td>SPED 745</td>
<td>Environmental Design for Students with Extensive Support Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 747</td>
<td>Physical Disabilities and Sensory Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 763</td>
<td>Transition Planning for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 773</td>
<td>Methods of Assessment and Instruction for Students with Extensive Support Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 787</td>
<td>Advanced Assessment and Instruction for Students with Extensive Support Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 789</td>
<td>Advanced Environmental Design for Students with Extensive Support Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 791</td>
<td>Nature of the Autism Spectrum</td>
<td>3</td>
</tr>
<tr>
<td>SPED 821</td>
<td>Advanced Fieldwork with Students with Extensive Support Needs (6 total units)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 601</td>
<td>Observation and Participation in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Visual Impairments (58–60 Units)

Core and General Education 13–15 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SPED 655</td>
<td>Basic Orientation and Mobility for Learners with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 723</td>
<td>Workshop: Student Teaching Support Sessions for Extensive Support Needs or Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 730</td>
<td>Student Teaching: Special Education</td>
<td>9</td>
</tr>
<tr>
<td>SPED 735</td>
<td>Technology for Visually Impaired Students</td>
<td>2</td>
</tr>
<tr>
<td>SPED 749</td>
<td>Medical, Educational, and Rehabilitative Implications of Visual Impairment</td>
<td>4</td>
</tr>
<tr>
<td>SPED 750</td>
<td>Assessment for Learners with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 751</td>
<td>Instruction for Learners with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 752</td>
<td>Issues in Visual Impairation</td>
<td>3</td>
</tr>
<tr>
<td>SPED 753</td>
<td>Living Skills Assessment and Instruction for Learners with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 754</td>
<td>Basic Communication Skills for Learners with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 757</td>
<td>Visual Impairment: Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>SPED 758</td>
<td>Advanced Communication Skills for Learners with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 763</td>
<td>Transition Planning for Students with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>