

EDUCATION SPECIALIST CREDENTIAL PROGRAMS

Special Education

The Education Specialist curriculum meets the licensing requirements of the Commission on Teacher Credentialing. Preliminary Education Specialist programs include requirements in general education, core requirements including health education and CPR, and specialization courses including student teaching. The Education Specialist credentials meet standards for special education from birth to twelfth grade. The Preliminary Education Specialist Credential allows graduates to teach in their area of specialization for five years.

Admission Procedures

Admission to post-baccalaureate programs is based on the evaluation of applications to both the Department of Special Education 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 program 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> (<https://www2.calstate.edu/Apply/>). For application assistance, go to <https://sped.sfsu.edu>. (<https://sped.sfsu.edu>)

For admission and program related questions:
Department of Special Education
(415) 338-1161
Website: sped.sfsu.edu (<http://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 (<http://bulletin.sfsu.edu/colleges/education/credentials/other-services/>).

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. (Required for admission)
- 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. (Required for admission)
- 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 coursework 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. (Required for admission)
- Complete Certificate of Clearance: Fingerprint Clearance via LiveScan and Commission on Teacher Credentialing online application process. (Required for admission)
- 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.
- Complete an approved program of professional preparation. Submit a Credential Approved Program (CAP) prior to student teaching reflecting all coursework 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 (6 Units)

| Code | Title | Units |
|----------|--|-------|
| SPED 788 | Law, Ethics, and Instructional Planning | 3 |
| SPED 801 | Development, Diversity, and English Language Learners: Special Education | 3 |

Health Education courses are offered through the College of Professional & Global Education. A list of health education courses approved for substitution is available on the department website: sped.sfsu.edu (<http://sped.sfsu.edu>)

General Education Requirements (6 Units)

| Code | Title | Units |
|----------|---|-------|
| E ED 784 | Curriculum and Instruction in Mathematics (CLAD Emphasis) | 3 |
| E ED 882 | Literacy Instruction in K-12 Classrooms | 3 |

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

| Code | Title | Units |
|-------------------------------------|--|----------|
| SPED 729 | Student Teaching Workshop: Early Childhood Special Education (1 unit, 2 units total) | 1 |
| SPED 730 | Student Teaching: Special Education | 9 |
| SPED 731 | Special Education Field Experience | 3 |
| SPED 737 | Inclusive Learning and Supports in Early Intervention (Infants & Toddlers) | 3 |
| SPED 738 | Inclusive Curriculum Development and Supports in Early Childhood Settings (Preschool - Kindergarten) | 3 |
| SPED 747 | Physical Disabilities and Sensory Impairments | 3 |
| SPED 774 | Positive Behavior Support | 3 |
| SPED 777 | Introduction to Disability, Development, and Equity for Young Children and Their Families | 3 |
| SPED 779 | Family-Centered Practices and Services for Young Children with Disabilities | 3 |
| SPED 780 | Equitable Assessment Practices for Young Children with Disabilities and Their Families | 3 |
| SPED 885 | Allyship, Leadership, and Collaboration for Young Children with Disabilities | 3 |
| Select one of the following: | | 3 |
| SPED 791 | Nature of the Autism Spectrum | |
| SPED 825 | Communication, Behavior and Instructional Supports: Autism | |

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

| Code | Title | Units |
|-------------------------------------|---|----------|
| SPED 726 | Workshop: Student Teaching Support Sessions for Mild/Moderate Support Needs or Orientation Mobility | 3 |
| SPED 730 | Student Teaching: Special Education | 9 |
| SPED 763 | Transition Planning for Students with Disabilities | 3 |
| SPED 770 | Introduction to Students with Mild/Moderate Support Needs | 3 |
| SPED 772 | Assessment, Curriculum, and Instruction for Students with Mild/Moderate Support Needs | 3 |
| SPED 774 | Positive Behavior Support | 3 |
| SPED 775 | Curriculum and Instruction in Elementary Special Education | 3 |
| SPED 778 | Curriculum and Instruction in Secondary Special Education | 3 |
| Select one of the following: | | 3 |
| SPED 791 | Nature of the Autism Spectrum | |

SPED 825 Communication, Behavior and Instructional Supports: Autism

Extensive Support Needs (52–54 Units)

Core and General Education 13–15 units

| Code | Title | Units |
|----------|---|-------|
| SPED 723 | Workshop: Student Teaching Support Sessions for Extensive Support Needs or Visual Impairments | 3 |
| SPED 730 | Student Teaching: Special Education | 9 |
| SPED 745 | Environmental Design for Students with Extensive Support Needs | 3 |
| SPED 747 | Physical Disabilities and Sensory Impairments | 3 |
| SPED 763 | Transition Planning for Students with Disabilities | 3 |
| SPED 773 | Methods of Assessment and Instruction for Students with Extensive Support Needs | 3 |
| SPED 787 | Advanced Assessment and Instruction for Students with Extensive Support Needs | 3 |
| SPED 789 | Advanced Environmental Design for Students with Extensive Support Needs | 3 |
| SPED 791 | Nature of the Autism Spectrum | 3 |
| SPED 821 | Advanced Fieldwork with Students with Extensive Support Needs (6 total units) | 3 |
| SPED 701 | Education Specialist Intern Teacher Support Seminar | 3 |

Visual Impairments (58–60 Units)

Core and General Education 13–15 units

| Code | Title | Units |
|----------|---|-------|
| SPED 655 | Basic Orientation and Mobility for Learners with Visual Impairments | 3 |
| SPED 723 | Workshop: Student Teaching Support Sessions for Extensive Support Needs or Visual Impairments | 3 |
| SPED 730 | Student Teaching: Special Education | 9 |
| SPED 735 | Technology for Blind and Low Vision Students | 3 |
| SPED 749 | Medical, Educational, and Rehabilitative Implications of Visual Impairment | 4 |
| SPED 750 | Assessment for Learners with Visual Impairments | 3 |
| SPED 751 | Instruction for Learners with Visual Impairments | 3 |
| SPED 752 | Issues in Visual Impairment | 3 |
| SPED 753 | Living Skills Assessment and Instruction for Learners with Visual Impairments | 3 |
| SPED 754 | Basic Communication Skills for Learners with Visual Impairments | 3 |
| SPED 757 | Visual Impairment: Special Populations | 3 |
| SPED 758 | Advanced Communication Skills for Learners with Visual Impairments | 3 |
| SPED 763 | Transition Planning for Students with Disabilities | 3 |