CSUN | MICHAEL D. EISNER
COLLEGE OF EDUCATION
Credential Office

CREDENTIAL PROGRAM
Student Handbook

Multiple Subject, Single Subject and Education Specialist

CSUN

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INTRODUCTION

The Credential Office supports the mission of the Michael D. Eisner College of Education to prepare teachers, counselors and administrators. The Credential Office provides a centralized location in which prospective and current students can receive accurate, comprehensive and complete information and advisement regarding the requirements involved in obtaining California Credentials and Certificates authorizing service in California schools.

Credential Office staff members provide information and resources to prospective and current students regarding admission, student teaching, and credential recommendation. We process the applications for these three stages of the program. In our office, students receive advisement regarding exam preparation, course selection, course substitution, change of program, internship processes, added authorizations and the next steps involved in the employment search.

Handbook Overview

The purpose of this handbook is to provide you with the necessary information to complete the credential program successfully. It is the responsibility of each student to familiarize themselves with the policies and procedures outlined in this handbook and to comply with them.

The information contained in this student handbook is provided for general informational purposes only. While we have made every effort to ensure the accuracy and completeness of the information contained herein, we cannot guarantee that it is error-free or up to date. The contents of this handbook are subject to change at any time without notice.

The handbook includes standard information applicable to all the preliminary teaching credential programs including:

- **Multiple Subject**
- **Single Subject**
- **Education Specialist:**
    - Mild/Moderate and Extensive Support Needs (MME) with Single Subject
    - Mild/Moderate and Extensive Support Needs (MME)
    - Deaf and Hard of Hearing
    - Early Childhood Special Education

In addition, each program has its own supplemental Student Teaching Handbook with specific information about program requirements and experiences.

At the time you applied to the credential program, you should have also applied to the university. Shortly after your admission, you can expect to receive an electronic registration mailer from Admissions and Records. This will include your registration PIN number, registration date and registration instructions. Once you are admitted by the Credential Office it may take up to a week before you are able to register while the University admission process is completed.

Detailed information about registration can also be found at the following link:
http://www.csun.edu/admissions-records/registration-guide

How to Guides for students can be found at the following link:
http://www.csun.edu/admissions-records/guides

Late Change in Academic Schedule: Please pay attention to registration timelines. After a given date you will no longer be able to add/drop classes online. At that point, you will need to obtain a "Late Change in Academic Schedule" form from the Department offering the course. Once you have the form, you will need to obtain the appropriate signatures and return it to Admissions and Records by the posted deadline.

Extra Unit Authorization: In the case that you need to enroll in units beyond the university limit (currently 17 units for students in good standing), you must download an "Extra Unit Authorization" form from the Admissions and Records website and obtain a signature of approval from the Department.

PROGRAM OVERVIEW

Public School Teaching and Service Credentials in the State of California are regulated by legislative actions that are subsequently interpreted by appropriate regulatory agencies. With guidance provided by the California Commission on Teacher Credentialing (CTC), the University has developed programs for candidates seeking credentials and certificates to serve in a variety of positions in public schools in California. Candidates for all credentials must meet the legal requirements in effect at the time of application for the credential regardless of when the program was started.

There are three types of teaching credentials available at California State University, Northridge: Multiple Subject, Single Subject and Education Specialist. All CSUN credential programs are accredited by the California Commission on Teacher Credentialing (CCTC).

CSUN offers a variety of pathways for obtaining a Multiple, Single or Education Specialist Teaching Credential:

Traditional: In the Traditional pathway to a credential, students attend full or part time and develop their own schedule. They can begin in either the Fall or Spring semesters.

Accelerated Collaborative Teacher Preparation Program (ACT): ACT is a full-time, one-year, cohorted program. Fieldwork is required during the day, and courses are offered in the late afternoon or evening.

University Intern Program: The University Intern Program is a 2-year program designed for those candidates who are employed in a full-time position. Candidates attend classes part time while employed full time in the classroom. Candidates may change to the Intern pathway from the Traditional pathway if employment is offered in an appropriate setting.

Integrated Teacher Education Program (ITEP): This is a program for freshmen or juniors to obtain a bachelor's degree in Liberal Studies, Elementary Subject Matter, and a Preliminary Multiple Subject or Education Specialist Credential concurrently.

Four-Year Integrated Preparation Program (FYI): Candidates earn a bachelor's degree in English, Social Science, or Mathematics, Subject Matter Program, and a Preliminary Single Subject Credential in English, Social Science, or Mathematics.

Junior-Year Integrated Preparation Program (JYI): Candidates earn a bachelor's degree in English, Social Science, or Mathematics, Subject Matter Program, and a Preliminary Single Subject Credential in English, Social Science, or Mathematics.

The Preliminary Multiple Subject Teaching Credential is a license to provide instruction in a California public school setting.

The Preliminary Multiple Subject Teaching Credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K-12, or in classes organized primarily for adults. In addition, the holder of a Preliminary Multiple Subject Teaching Credential may serve in a core or team teaching setting.

Our credential program meets Senate Bill 2042 (SB2042) standards for English Learner instruction. This means that upon completion of the program you will be authorized to provide instruction to students for whom English is not their first language. Our program is fully accredited by the Commission on Teacher Credentialing.

The preliminary credential is a 5-year document. The next level credential is called a Clear Credential and in order to obtain it you must complete a teacher induction program which is an advanced on-the-job training program typically provided by public school districts but also at some universities.

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TRADITIONAL - COURSEWORK REQUIREMENTS AND RECOMMENDED SEQUENCE

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Traditional Pathway: This pathway allows candidates the most scheduling flexibility. You can take classes full-time or part-time; it's up to you. Most students complete this pathway in three or four semesters, It is strongly suggested that only teacher candidates participating in the ACT program attempt to complete in two semesters. See the Elementary Education website for course sequences.

Three (3) Semester Sequence For Full-Time Students

Semester 1	Semester 2	Semester 3
E ED/EPC 500 Foundations of Teaching (3)	E ED 577 Language Arts Instruction and English Language Development (3)	E ED 575 Integrated Social Studies and Arts Curriculum and Methods (3)
E ED 520 Reading Instruction for Diverse Learners (3)	E ED 565S Science Curriculum and Methods (3)	E ED 561F Student Teaching II (6)
ELPS/CHS/AAS/AFRS/ARMN 417 Equity and Diversity in Schools (3)	E ED 560C Student Teaching I (3)	E ED 559F Student Teaching Seminar (1)
E ED 565M Mathematics Curriculum and Methods (3)	E ED 559C Supervised Fieldwork Seminar (2)	HSCI 465ELM Teaching Health in the Elementary School Classroom (1)
E ED 515 Learning Technologies (3)	SPED 420 Improving the Learning of Students with Special Needs (3)	KIN 595PE Applied Methods for Physical Education (1)
15 units	14 units	12 units

Four (4) Semester Sequence For Part-Time Students

Semester 1	Semester 2	Semester 3	Semester 4
E ED/EPC 500 Foundations of Elementary Teaching (3)	E ED 565M Mathematics Curriculum and Methods (3)	E ED 565S Science Curriculum and Methods (3)	E ED 575 Integrated Social Studies and Arts Curriculum and Methods (3)
E ED 520 Reading Instruction for Diverse Learners (3)	E ED 577 Language Arts Instruction and English Language Development (3)	SPED 420 Improving the Learning of Students with Special Needs (3)	E ED 561F Student Teaching II (6)
E ED 515 Learning Technologies (3)	ELPS/CHS/AAS/AFRS/ARMN 417 Equity and Diversity in Schools (3)	KIN 595PE Applied Methods for Physical Education (1)*	E ED 559F Student Teaching Seminar (1)
	HSCI 465ELM Teaching Health in the Elementary School Classroom (1)*	E ED 560C Student Teaching I (3)	
		E ED 559C Supervised Fieldwork Seminar (2)	
9 units	10 units	12 units	10 units

*KIN 595PE and/or HSCI 465ELM can be distributed across the several semesters of the 4 Semester program plan.

Five (5) Semester Sequence For Part-Time Students

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
E ED/EPC 500 Foundations of Elementary Teaching (3)	E ED 520 Reading Instruction for Diverse Learners (3)	E ED 577 Language Arts Instruction and English Language Development (3)	E ED 575 Integrated Social Studies and Arts Curriculum and Methods (3)	E ED 561F Student Teaching II (6)
E ED 515 Learning Technologies (3)	E ED 565M Mathematics Curriculum and Methods (3)	E ED 565S Science Curriculum and Methods (3)	SPED 420 Improving the Learning of Students with Special Needs (3)	E ED 559F Student Teaching Seminar (1)
ELPS/CHS/AAS/AFRS/ARMN 417 Equity and Diversity in Schools (3)		KIN 595PE Applied Methods for Physical Education (1)*	E ED 560C Student Teaching I (3)	
		HSCI 465ELM Teaching Health in the Elementary School Classroom (1)*	E ED 559C Supervised Fieldwork Seminar (2)	
9 units	6 units	8 units	11 units	7 units

KIN 595PE and/or HSCI 465ELM can be distributed across the several semesters of the 5 Semester program plan.

Two (2) Semester Sequence For Full-Time Students

It is **strongly** suggested that **only** teacher candidates participating in an accelerated program (e.g., ACT Preparation Program) that offers significant mentoring and advisement of candidates through the program, or Liberal Studies Pre-Credential Option candidates who complete several courses that serve as equivalents in the "traditional" program, attempt to complete requirements for the Multiple Subject Credential in two semesters. Credential candidates must meet GPA requirements in order to be eligible to student teach and be recommended for the credential and candidates are advised NOT to attempt to complete the program in two semesters.

Semester 1	Semester 2
E ED/EPC 500 Foundations of Elementary Teaching (3)	SPED 420 Improving the Learning of Students with Special Needs (3)
E ED 520 Reading Instruction for Diverse Learners (3)	E ED 565S Science Curriculum and Methods (3)
ELPS/CHS/AAS/AFRS/ARMN 417 Equity and Diversity in Schools (3)	KIN 595PE Applied Methods for Physical Education (1)*
E ED 565M Mathematics Curriculum and Methods (3)	E ED 575 Integrated Social Studies and Arts Curriculum and Methods (3)
E ED 577 Language Arts Instruction and English Language Development (3)	HSCI 465ELM Teaching Health in the Elementary School Classroom (1)*
E ED 515 Learning Technologies (3)	E ED 561F Student Teaching II (6)
E ED 560C Student Teaching I (3)	E ED 559F Student Teaching Seminar (1)
E ED 559C Supervised Fieldwork Seminar (2)	
23 units	18 units

* Students attempting to enroll in 17 or more units in a single semester must obtain approval from the Chair of the Department of Elementary Education. Please complete an Extra Unit Authorization Form (EUAF) and bring it to the Department of Elementary Education (ED 1206) office for the appropriate signature.

ACT - COURSEWORK REQUIREMENTS AND RECOMMENDED SEQUENCE

Accelerated Collaborative Teacher Preparation Pathway (ACT): A two-semester, full-time program with a fixed course sequence. Meet with the ACT Coordinator for information on course registration.

One Year Program (42 units)

Semester One		Units
ELPS 541A	Introduction to Teaching in Urban Schools	1
SPED 541B	Introduction to Teaching in Urban Schools	2
EED 500 or EPC 500	Fundamentals of Teaching	3
EED 520	Teaching Reading in the Elementary School	3
EED 577	Language Arts and ESL Instruction	3
EED 565M	Mathematics Curriculum and Methods	3
EED 515	Leaning Technology	3
EED 567ACT	Supervised Fieldwork	4
EED 559C	Supervised Fieldwork Seminar	2
Semester Two		**Units**
ELPS 542A	Meeting the Needs of All Students in Urban Schools	2
SPED 542B	Meeting the Needs of All Students in Urban Schools	1
EED 565S	Science Curriculum and Methods	3
EED 575	Integrated Social Studies and Arts Curriculum and Methods	3
KIN 595PE	Applied Methods for Physical Education	1
HSCI 465ELM	Teaching Health in the Elementary School Classroom	1
EED 568 ACT	Student Teaching	6
EED 559F	Student Teaching Seminar	1

Internship Pathway: A program for candidates who have been **hired** as a teacher of record. Meet with one of the Internship Program Coordinators for information on course registration.

Total Required Units: 41
EED 500 – Foundations of Elementary Teaching (3)
EED 520 – Reading Instruction for Diverse Learners (3)
EED 550B – Supervised Fieldwork and Seminar (2), taken for first three semesters
EED 577 – Language Arts Instruction and English Language Development (3)
EED 565M – Mathematics Curriculum and Methods (3)
SPED 420 – Improving the Learning of Students with Special Needs (3)
EED 565S – Science Curriculum and Methods (3)
AAS, CHS, ELPS, AFRS, ARMN 417 – Equity and Diversity in Schools (3)
EED 575 – Integrated Social Studies and Arts: Curriculum and Methods (3)
EED 515 – Learning Technologies (3)
KIN 595PE – Applied Methods for Physical Education (1)
HSCI 465ELM – Teaching Health in the Elementary School Classroom (1)
EED 559C – Supervised Fieldwork Seminar (2)
EED 559F – Student Teaching Seminar (1)
EED 551C – Intern Teaching and Seminar (3), (student teaching)

NOTE: For Bilingual Authorization please meet with a Credential Advisor.

PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL PROGRAM

The Preliminary Single Subject Teaching Credential is a license to provide instruction in a California public school setting.

The Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K-12, or in classes organized primarily for adults.

Our credential program meets the Senate Bill 2042 (SB2042) standards for English Learner instruction. This means that upon completion of the program you will be authorized to provide instruction to students for whom English is not their first language. Our program is fully accredited by the Commission on Teacher Credentialing.

The Preliminary Credential is a 5-year document. The next level of credential is called a Clear Credential and in order to obtain it you must complete an induction program: an advanced on-the-job training program typically provided by public school districts but also at some universities.

Effective January 1, 2022 the English credential will no longer be authorize to teach theater and the PE credential will no longer be authorized to teach dance. Anyone admitted Fall 2021 to the English or PE Single Subject program will no longer have the authorization to teach theater or dance respectively.

Traditional Pathway: This pathway allows candidates the most scheduling flexibility. You can take classes full-time or part-time; it's up to you. Most students complete this pathway in three or four semesters, It is strongly suggested that only teacher candidates participating in the ACT program attempt to complete in two semesters. See the Secondary Education website for course sequences.

Sample One -Year Program (36 units)

Semester One		Units
SED 511 (required in 1st semester)	Fundamentals of Secondary Education in Multi-ethnic Secondary Schools	3
EPC 420	Educational Psychology of Adolescence	3
SED 525XX**	Methods of Teaching Single Subject (select subject-specific course)	3
SED 554	Supervised Field Experience	3
SED 554S	Field Experience Seminar	1
SED 514	Computers in the Instructional Program	3
HSCI 466ADO	Health Concerns of the Adolescent	1
Semester Two		Units
SED 521	Content Literacy in Multi-ethnic, Multilingual Secondary Schools	3
SPED 420	Improving the Learning of Students with Special Needs Through Differentiated Instruction and Collaboration	3
SED 529	Teaching English Learners in Multi-ethnic, Multilingual Secondary Schools	3
AAS/ARMN/CHS/AFRS/ELPS 417	Equity and Diversity in Schools	3
SED 555	Supervised Practicum	5
SED 555S	Practicum Seminar	2

Sample Two-Year Program (36 units)

Semester One		Units
SED 511 (required in 1st semester)	Fundamentals of Secondary Education in Multi-ethnic Secondary Schools	3
EPC 420*	Educational Psychology of Adolescence	3
SED 514*	Computers in the Instructional Program	3
Semester Two		Units
SED 525XX**	Methods of Teaching Single Subject (Select Subject Specific Course)	3
SED 521	Content Literacy in Multi-ethnic, Multilingual Secondary Schools	3
AAS/ARMN/CHS/AFRS/ELPS 417*	Equity and Diversity in Schools	3
Semester Three		Units
SED 554	Supervised Field Experience	3
SED 554S	Field Experience Seminar	1
SPED 420	Improving the Learning of Students with Special Needs Through Differentiated Instruction and Collaboration	3
SED 529*	Teaching English Learners in Multi-ethnic, Multilingual Secondary Schools	3
Semester Four		Units
HSCI 466ADO*	Health Concerns of the Adolescent	1
SED 555	Supervised Practicum	5
SED 555S	Practicum Seminar	2

* May be completed during Summer or Winter Session if course is available. Consult Summer Class Schedule.

** SED 525A, SED 525MU, SED 525PE, and SED 525WL are offered only in the Fall Semester.

NOTE: For Bilingual Authorization please meet with a Credential Advisor.

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Accelerated Collaborative Teacher Preparation Pathway (ACT): A two-semester, fulltime program with a fixed course sequence. Meet with the ACT Coordinator for information on course registration.

One Year Program (36 units)

Semester One		Units
ELPS 541A	Introduction to Teaching in Urban Schools	1
SPED 541B	Introduction to Teaching in Urban Schools	2
SED 511	Fundamentals of Secondary Education in Multi-ethnic Secondary Schools	3
EPC 420	Educational Psychology of Adolescence	3
SED 514	Computers in the Instructional Program	3
SED 525XX*	Methods of Teaching Single Subject (Subject Specific)	3
SED 554	Supervised Field Experience	3
SED 554S	Field Experience Seminar	1
Semester Two		Units
ELPS 542A	Meeting the Needs of All Students in Urban Schools	2
SPED 542B	Meeting the Needs of All Students in Urban Schools	1
SED 521	Content Literacy in Multi-ethnic, Multilingual Secondary Schools	3
SED 529	Teaching English Learners in Multi-ethnic, Multilingual Secondary Schools	3
HSCI 466ADO	Health Concerns of the Adolescent	1
SED 555	Supervised Practicum	5
SED 555S	Practicum Seminar	2

*SED 525A, SED 525MU, SED 525PE, and SED 525WL are offered only in the Fall Semester.

NOTE: For Bilingual Authorization please meet with a Credential Advisor.

Internship Pathway: A program for candidates who have been hired as a teacher of record. Meet with the Internship Program Coordinator for information on course registration.

Two-Year Program (36 units)

Semester One		Units
SED 511 (required in 1st semester)	Fundamentals of Secondary Education in Multi-ethnic Secondary Schools	3
SED 525XX*	Methods of Teaching Single Subject (Subject Specific)	3
SED 593	Supervised Field Experience	2
SED 593S	Field Experience Seminar	1
Semester Two		**Units**
SED 521	Content Area Literacy in Multi-ethnic, Multilingual Secondary Schools	3
EPC 420	Educational Psychology of Adolescence	3
SED 593	Supervised Field Experience	2
SED 514	Computers in the Instructional Program	3
Semester Three		**Units**
SED 529	Teaching English Learners in Multi-ethnic, Multilingual Secondary Schools	3
SPED 420	Inclusive Education	3
HSCI 466ADO	Health Concerns of the Adolescent	1
SED 554	Supervised Field Experience	3
SED 554S	Field Experience Seminar	1
Semester Four		**Units**
AAS/ARMN/CHS/ELPS/AFRS 417	Equity and Diversity in Schools	3
SED 555	Supervised Practicum	3
SED 555S	Practicum Seminar	2

*SED 525A, SED 525MU, SED 525PE, and SED 525WL are offered only in the fall semester.

NOTE: For Bilingual Authorization please meet with a Credential Advisor.

FYI/JYI - COURSEWORK REQUIREMENTS AND RECOMMENDED SEQUENCE

Four Year Integrated Pathway (FYI): For undergraduates, FYI allows you to simultaneously earn your bachelor's degree in English, Social Science, or mathematics, Subject Matter Program, and your teaching credential.

See the English Department section of the CSUN Catalog for the FYI-English program requirements; see the History Department section of the catalog for FYI-History: Social Science program requirements, see the Mathematics Department section of the catalog for FYI-Mathematics program requirements

Total Units required for FYI-English (122)

Total Units required for FYI-History: Social Science (132)

Total Units required for FYI-Mathematics (121)

Junior Year Entry Integrated Pathway (JYI): For undergraduates, JYI allows you to simultaneously earn your bachelor's degree in English, Social Science, or mathematics, Subject Matter Program, and your teaching credential.

See the English Department section of the CSUN Catalog for the JYI-English program requirements; see the History Department section of the catalog for JYI-History: Social Science program requirements, see the Mathematics Department section of the catalog for JYI-Mathematics program requirements.

Total Units in addition to GE required for JYI-English (74)

Total Units in addition to GE required for JYI-History: Social Science (72)

Total Units in addition to GE required for JYI-Mathematics (68)

Students in the FYI or JYI pathways are encouraged to meet with their department advisor for additional information and course selection.

Math – Natalie Undis, natalie.howe@csun.edu

English – Colleen Tripp, colleen.tripp@csun.edu

History: Social Science - Patricia Juarez-Dappe, pjuarez@csun.edu

NOTE: For Bilingual Authorization please meet with a Credential Advisor.

PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL PROGRAM

The Preliminary Education Specialist Teaching Credential is a license to provide instruction in a California public school setting.

The Department of Special Education at CSUN offers Preliminary Education Specialist credentials in four specialization areas: **Deaf and Hard of Hearing, Early Childhood Special Education, Mild/Moderate and Extensive Support Needs (MME)**

- **Preliminary Deaf and Hard of Hearing Credential (DHH)** authorizes the provisions of services to individuals from birth to age 22 who are deaf, hard of hearing, or deaf-blind.

- **Preliminary Early Childhood Special Education Credential (ECSE)** authorizes the provision of services to children birth through pre-kindergarten who are eligible for early intervention, special education, mild-moderate, moderate-severe, traumatic brain injury and/or related services.

- **Preliminary Mild/Moderate and Extensive Support Needs (MME**) Authorizes the holder to conduct assessments, provide instruction and special education-related services to learners with extensive to mild support needs in kindergarten and grades 1-12, through age 22.

Our credential program meets the Commission on Teacher Credentialing standards for English Learner instruction. This means that upon completion of the program you will be authorized to provide instruction to students for whom English is not their first language. Our program is fully accredited by the Commission on Teacher Credentialing.

The preliminary credential is a 5-year document. The next level of credential is called a clear credential and in order to obtain it you must complete a teacher induction program.

Traditional Pathway: This pathway allows candidates the most scheduling flexibility. You can take classes full-time or part-time; it is up to you.

Core Courses:

DHH		Units
SPED 400	Developmental Differences: Implications in Special Education	3
SPED 402	Behavioral Assessment and Positive Behavioral Support	3
SPED 406	K-12 Literacy Instruction for Diverse Learners with Special Needs	3
SPED 416	Educating Diverse Learners with Disabilities and Working with Families	3
SPED 420	Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration	3
EED 565 or SED 525	Mathematics Curriculum and Instructions/Methods of Teaching Single Subject	3
MMESN		Units
SPED 400	Developmental Differences: Implications in Special Education	3
SPED 406	K-12 Literacy Instruction for Diverse Learners with Special Needs	3
SPED 407	Communication, Language, and Early Literacy Development	3
SPED 511	Assessing Diverse Learners with Mild to Extensive Support Needs	3
Early Childhood Program		Units
SPED 402	Behavioral Assessment and Positive Behavioral Support	3
SPED 404	Educating Diverse Learners with Social Communication Disabilities including Autism	3
SPED 500	Communication and Early Literacy Development for Young Children with Disabilities	3

SEE NEXT PAGE FOR "SPECIALIZATION COURSES"

Specialization Courses:

DHH Program		Units
SPED 504D	Foundations of Deaf Education	3
SPED 560	Development and Assessment of Language in DHH Students	3
SPED 561D	Teaching Reading to Deaf and Hard of Hearing Students	3
SPED 563	Audiology and Spoken English Development for Teachers of DHH Students	4
SPED 565	Fundamentals of Teaching English to DHH Students	3
SPED 566	Curriculum and Instruction for DHH Students	3
SPED 567	Teaching DHH Students with Special Needs	3
SPED 403D	Early Field Experience in DHH	3
SPED 580	Advanced Specialist Fieldwork in DHH	6
Additional Requirement: CSUN Teacher Candidates (DHH) are required to take the American Sign Language Proficiency Interview (ASLPI) and achieve a 3.0 or higher.		
MMESN Program		Units
SPED 416	Educating Diverse Learners with Disabilities and Working with Their Families	3
SPED 420	Designing Equitable Learning Through Universal Design for Learning, Differentiation, and Collaboration	3
SPED 502	MME Literacy Intervention for Diverse K-12 students with Mild to Extensive Support Needs	3
SPED 545	Support Strategies for Learners with Physical and Multiple Disabilities	3
EED 565M	Mathematics Curriculum and Methods or SED 525XX Methods of Teaching Single Subject	3
SPED 416	Educating Diverse Learners with Disabilities and Working with Their Families	3
SPED 420	Designing Equitable Learning Through Universal Design for Learning, Differentiation, and Collaboration	3
SPED 403	MME: Early Field Experience	3
SPED 503	MME Curriculum and Instruction for Diverse Learners with Mild to Extensive Support Needs	3
SPED 402	Promoting and Supporting a Positive/Inclusive School Climate	3
SPED 580	MME Student Teaching	6
Early Childhood Program		Units
SPED 431	Atypical Development of Young Children with Disabilities	3
SPED 532	ECSE Curriculum and Instruction	3
SPED 535	Collaboration with Families in Early Childhood Special Education	3
SPED 520EC	Assessment and Evaluation in ECSE	3
SPED 536	Methods for Young Children with Disabilities: Motor and Adaptive Skills	3
SPED 537	Methods for Young Children with Multiple Disabilities: Sensory Impairments	3
SPED 578	Fieldwork in ECSE: Infant/Toddler	3
SPED 580EC	Advanced Specialist Fieldwork in Early Childhood Special Education	6
SPED 580	Seminar	3
Additional Requirements: Bachelor's Degree in Child Development or 12 units in approved Child Development and Early Childhood Curriculum courses that includes observation of typical preschool activities		

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ACT Mild/Moderate and Extensive Support Needs (MME) - COURSEWORK

Accelerated Collaborative Teacher Preparation Pathway (ACT): A two-semester, full-time program with a fixed course sequence. Meet with the ACT Coordinator for information on course registration.

One Year Program (42 units)

Semester One		Units
SPED 402	Promoting and Supporting a Positive and Inclusive School Climate*	3
SPED 406	K-12 Literacy Instruction for Diverse Learners with Disabilities	3
SPED 407	Communication. Language, and Early Literacy Development of Diverse K-12 Students with Mild to Extensive Support Needs *	3
SPED 511	Assessing Diverse Learners with Mild to Extensive Support Needs (3)	3
ELPS 541A	Getting Started: Introduction to Teaching in Urban Schools	1
SPED 541B	Getting Started: Introduction to Teaching in Urban Schools	2
SPED 579ACT	ACT Fieldwork with Exceptional Learners/Seminar	3
EED 565M or SED 525	Mathematics Curriculum and Methods (3) Methods of Teaching Single Subject (3)	3
Semester Two		Units
SPED 416	Educating Diverse Learners with Disabilities and Working with Their Families	3
SPED 502MME	Intervention for Diverse K-12 students with Mild to Extensive Support Needs	3
SPED 503MME	Curriculum and Instruction for Diverse Learners with Mild to Extensive Needs	3
SPED 545	Support Strategies for Learners with Physical and Multiple Disabilities	3
ELPS 542A	Meeting the Needs of All Students in Urban Schools	2
SPED 542B	Meeting the Needs of All Students in Urban Schools	1
SPED 503MM	SPED 580ACT Advanced Fieldwork with Exceptional Learners/Seminar	6

*May be taken prior to admission.

Internship Pathway: A pathway for candidates who have been hired as a teacher of record. Meet with the Internship Pathway Coordinator for information on course registration.

Two-Year Program (52 units) – Deaf and Hard of Hearing

DHH Program		
SPED 400	Developmental Differences: Implications in Special Education	3
SPED 402	Behavioral Assessment and Positive Behavioral Support	3
SPED 406	K-12 Literacy Instruction for Diverse Learners with Special Needs	3
SPED 416	Educating Diverse Learners with Disabilities and Working with Families	3
SPED 420	Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration	3
EED 565 or SED 525	Mathematics Curriculum and Instructions/Methods of Teaching Single Subject	3
SPED 504D	Foundations of Deaf Education	3
SPED 560	Development and Assessment of Language in DHH Students	3
SPED 561D	Teaching Reading to Deaf and Hard of Hearing Students	3
SPED 563	Audiology and Spoken English Development for Teachers of DHH Students	4
SPED 565	Fundamentals of Teaching English to DHH Students	3
SPED 566	Curriculum and Instruction for DHH Students	3
SPED 567	Teaching DHH Students with Special Needs	3
*SPED 506DH	Special Education Internship Field Experience in DHH	12
*Must enroll in 3 units of SPED 506 each semester		

Two-Year Program (45 units) – Mild/Moderate and Extensive Support Needs (MME)

MME Program		Units
SPED 402	Promoting and Supporting a Positive and Inclusive School Climate*	3
SPED 406	K-12 Literacy Instruction for Diverse Learners with Disabilities	3
SPED 407	Communication. Language, and Early Literacy Development of Diverse K-12 Students with Mild to Extensive Support Needs *	3
SPED 506ME(a)	Special Education Internship Field Experience	3
SPED 406	K – 12 Literacy Instruction for Diverse Learners with Disabilities	3
SPED 416	Educating Diverse Learners with Disabilities and Working with Their Families	3
SPED 511	Assessing Diverse Learners with Mild to Extensive Support Needs	3
SPED 506ME(b)	Special Education Internship Field Experience	3
SPED 502MME	Literacy Intervention for Diverse K-12 students with Mild to Extensive Support Needs	3
SPED 503MME	Curriculum and Instruction for Diverse Learners with Mild to Extensive Support Needs	3
EED 565M or SED 525XX	Mathematics Curriculum and Methods (3) or Methods of Teaching Single Subject (3)	3
SPED 506ME(c)	Special Education Internship Field Experience	3
SPED 420	Designing Equitable Learning Through Universal Design for Learning, Differentiation, and Collaboration	3

SPED 545	Support Strategies for Learners with Physical and Multiple Disabilities	3
SPED 506ME(d)	Special Education Internship Field Experience (3)	3

Two-Year Program (42 units) – Early Childhood

Early Childhood Program		Units
SPED 402	Behavioral Assessment and Positive Behavioral Support	3
SPED 404	Teaching Diverse Learners with Social Communication Disabilities including Autism	3
SPED 500	Communication and Early Literacy Development for Young Children with Disabilities	3
SPED 431	Atypical Development of Young Children with Disabilities	3
SPED 532	ECSE Curriculum and Instruction	3
SPED 535	Collaboration with Families in Early Childhood Special Education	3
SPED 520EC	Assessment and Evaluation in ECSE	3
SPED 536	Methods for Young Children with Disabilities: Motor and Adaptive Skills	3
SPED 537	Methods for Young Children with Multiple Disabilities: Sensory Impairments	3
SPED 538	Early Intervention Practices	3
SPED 578 or SPED 580EC	Fieldwork in ECSE: Infant/Toddler/ Advanced Specialist Fieldwork in Early Childhood Special Education	3
*SPED 506EC	Field Experience/Seminar	9
* Must enroll in 3 units of SPED 506 each semester		
Additional Requirements: Bachelor's Degree in Child Development or 12 units in approved Child Development and Early Childhood Curriculum courses that includes observation of typical preschool activities		

Integrated Teacher Education Program (ITEP) – Freshman/Junior

See the Liberal Studies Program website for the ITEP Freshman/Junior program requirements.

ITEP Freshman: Consists of 134 units for the Multiple Subjects Option and 141 units for the Special Education Option.

ITEP Junior: Consists 134 units for Elementary Education and 141 for Education Specialist for Plan K; 132 for Elementary Education and 136 units for Education Specialist for Plan H.

Students in ITEP are encouraged to meet with their Liberal Studies advisor for additional information and course selection. Liberal Studies Office - (818) 677-3300

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ADDITIONAL PROGRAM REQUIREMENTS

GPA

All credential students must maintain an overall GPA of 2.75 after program admission as well as a cumulative GPA of 3.0 in all professional education courses. A grade of "C" or better is required in all coursework. A grade of "C-" or lower is not acceptable. ***NOTE: Unless you maintain this standard you will not be allowed to student teach and you will not be eligible to be recommended for a credential.***

U.S. Constitution

The requirement of competence in U.S. Constitution can be met in two ways, by course or by examination. The CSUN courses that satisfy this requirement are as follows:

- Political Science 155 or 355 (formerly 305)
- Chicano Studies 260 or 445
- Africana Studies 161 (formerly 272)
- Asian American Studies 347
- Religious Studies 255

An equivalent course taken at another university or college may be accepted as satisfying this requirement. In addition to the possibility of completing a course offered by CSUN or an equivalent course elsewhere, candidates may also take an examination on the principles of the United States Constitution to meet this statutory requirement for certification in California.

Information regarding examination options can be found at:
http://www.csun.edu/sites/default/files/U.S.-Constitution-Requirement.pdf.pdf
Please note: online exams will only be accepted if they have been proctored.

Bachelor's Degree

Prior to issuance of a credential (intern or preliminary), candidates must obtain a bachelor's degree from a regionally accredited institution.

Reading Instruction Competence Assessment (RICA)

Passage of RICA is not required for Special Education: Early Childhood candidates and for those who already hold a California Teaching Credential. It is required for all other Multiple Subject and Education Specialist Credential candidates.

edTPA

Please refer to details on following page.

The edTPA

All Teacher Candidates enrolled in the final student teaching or Intern field assignment complete a standardized Teaching Performance Assessment (edTPA) to demonstrate teaching competence. Passing this assessment meets the TPA requirement in California for earning the preliminary Multiple Subject, Single Subject, or Education Specialist Teaching Credential. For the edTPA, the Candidate prepares and teaches a 3-5-day unit, assesses students during the unit, videos portions of the unit, and writes extensive analyses and reflection about the experience. Credential coursework and field experiences are designed to build the necessary skills and knowledge for the edTPA

Cost
- The edTPA is submitted on a commercial online platform called *TaskStream*. A *TaskStream* account currently costs **$42 for two semesters**. *TaskStream* fees are set by *TaskStream* and may be subject to change during the course of your program.

- The edTPA consists of three "Tasks" (four for elementary school.) The current cost of submitting your first attempt at the edTPA to Pearson for scoring is **$300.** All edTPA fees are set by Pearson and may be subject to change.

- If your edTPA does not pass, you may submit new attempts for scoring at $100 per "Task" (up to $300 for a full re-attempt).

Additional edTPA Information
- For information on edTPA registration and policies, preparing edTPA submissions, and receiving score profiles, go to www.edtpa.com

- For specific questions or requests for technical assistance with the edTPA, contact:
- edtpa-customersupport@pearson.com

- For information about appealing edTPA scores ("Requesting a Score Confirmation"), go to http://www.edtpa.com/PageView.aspx?f=GEN_RequestingAScoreConfirmation.html
- NOTE: Pearson charges candidates a $200 fee for a Score Confirmation. That fee is refunded ONLY if a score alteration (either higher or lower) results.

- For additional information for Multiple Subject candidates go to:
- https://www.csun.edu/eisner-education/elementary-education/pact-edtpa

- For additional information for Single Subject Candidates go to:
- https://www.csun.edu/eisner-education/secondary-education/edtpa

The Credential Office is responsible for verifying eligibility to enroll in student teaching. For this reason, you are required to submit a *Student Teaching Application* early in the semester prior to the one in which you wish to Student Teach.

Once it has been determined that you are eligible, notification will be sent to the appropriate Program Department.

Traditional, FYI, JYI, ITEP, and Intern Students - Student Teaching applications are available through your student portal, additional information can be found at the following link: http://www.csun.edu/eisner-education/credential-office/student-teaching-applications

ITEP Students – ITEP Multiple Subject candidates are required to attend an ITEP Student Teaching Orientation Meeting. ITEP Education Specialist candidates DO NOT need to attend the orientation meeting,

ACT Students – DO NOT need to complete a student teaching application.

Student Teaching Requirements
To be eligible for student teaching all of the following requirements must be met: (You may submit application if these items are in progress)

1. Basic Skills Requirement
2. Subject Matter Competency: Passage of appropriate subject matter exam or completion of subject matter program (FYI, JYI, and ITEP only: completion of 80% subject matter program)
3. Valid Fingerprint Clearance
4. Tuberculosis Clearance
5. Passage of ASLPI (Education Specialist DHH Program students only)
6. Prerequisite courses must be completed (see your credential progress report for prerequisite and co-requisite requirements)
7. GPA Requirement: Maintain an overall GPA of 2.75 for all coursework taken after admission to credential program. Maintain cumulative 3.0 GPA in Professional Education courses. A grade of "C or better" is required in all courses.
8. Other program conditions, if applicable

Traditional Programs

Each program department is in charge of arranging your student teaching assignment. Once you have been cleared by the Credential Office, the program department will provide course and permission numbers for registration. Questions regarding registration should be directed to the specific department office.

Student Teaching Contact Information		
Multiple Subject Program	Department of Elementary Education (818) 677-2574 elemst@csun.edu	Multiple Subject Student Teaching Handbook: https://www.csun.edu/eisner-education/elementary-education/student-teaching
Single Subject Program	Department of Secondary Education (818) 677-2580	Single Subject Student Teaching Handbook: http://www.csun.edu/eisner-education/secondary-education/student-teaching
Education Specialist Program	Department of Special Education (818) 677-2596	Special Education Student Teaching Handbook: https://www.csun.edu/sites/default/files/SPED-Student-Teaching-Handbook.pdf

PROGRAM COMPLETION

In order to initiate the application for your credential document you will need to submit a Credential Request.

We encourage you to submit a Credential Request at the beginning of your final semester in the program, as soon as CSUN coursework in progress is all you have left to complete. (Any additional requirements such as RICA, CPR, U.S. Constitution and approved coursework taken at an institution other than CSUN must already have been completed prior to submission of the Credential Request.) To ensure timely processing please submit the request as early as possible. Read the instructions to the Credential Request form carefully.

Credential Request Process

Before beginning the process, please note the following:

- Initiating this process at the beginning of your last semester of coursework will ensure timely processing.

- Eligibility for a credential recommendation is based upon completion of **all** components of your program. Being placed in an assignment or even completing student teaching will not guarantee recommendation for the credential if other requirements are not met. All exams, CPR certification, coursework outside of CSUN, etc.must be completed prior to submitting a credential request.

- There are two situations in which an individual must complete a Manual Credential Application as opposed to an Online Credential Request. Please click **here** for details and instructions.

- Upon receipt of your request, a Credential Analyst will process your paperwork making sure that everything is in order. Your request will be held until the end of the semester for a final check once grades have posted. You will be kept informed of your status all throughout the process via email. As soon as it is determined that all requirements have been met, a Credential Analyst will complete the CTC online recommendation for your credential document.

Once the credential has been recommended you will receive an email from the CTC requesting that you complete the application process and pay the required fee.

For complete information regarding the program completion process and to submit your online Credential Request go to:
https://www.csun.edu/eisner-education/credential-office/program-completion-process

ADVISMENT

Academic advisement is provided to inform and assist you as you progress through your credential program. For your convenience, the following resources are available:

Credential Office
- **In person Advisement –** You may schedule an appointment to meet with a Credential Advisor by calling our office at (818) 677-2733.

- **Online -** You many contact a Credential Advisor via email at credprep@csun.edu
  Please allow 24 to 48 hours for a response to all email inquiries. Expect a longer wait time during weekends and holiday breaks.

- **Telephone** – You may contact a Credential Advisor by phone at any time during regular business hours at (818) 677-2733.

Multiple Subject ITEP Students
- Questions regarding credential program requirements may be directed to an advisor in the Credential Office.

- Questions about fulfilling your bachelor's degree requirements and subject matter requirements should be directed to an advisor in the Liberal Studies Department. The department telephone number is (818) 677- 3300.

Education Specialist Students
- Questions regarding coursework and sequences should be directed to a faculty advisor in the Special Education Department (818) 677-2596.

- For ITEP students, questions about fulfilling your bachelor's degree requirements and subject matter requirements should be directed to an advisor in the Liberal Studies Department. The department telephone number is (818) 677- 3300.

Single Subject FYI/JYI Students
- Questions regarding credential program requirements may be directed to an advisor in the Credential Office.

- Questions about fulfilling your bachelor's degree requirements and subject matter requirements should be directed to an advisor in the department of your degree major.

Internship Program
- Questions regarding coursework and sequences should be directed to the appropriate Intern Coordinator:
  - Multiple Subject Candidates contact Jill Frieze
  - Single Subject Candidates contact David Moguel
  - Education Specialist Candidates contact Tamarah Ashton

First Semester Advisement

During your first semester of the program you are encouraged to meet with a Credential Advisor to discuss your progress.

Credential Progress Reports

Soon after admission, you can expect to receive a Credential Progress Report. This is your official university record, which includes all the courses and requirements for the preliminary credential. During your mandatory advisement a Credential Advisor will review this report with you to assist with any questions or concerns you might have. You may refer back to this document throughout your program. Updated reports will be provided during student teaching semesters and upon request

Specific Program Advisement

At times you may need to consult with someone in Elementary, Secondary or Special Education. Here are a few reasons you may need to contact the specific department office directly:

- Questions regarding class scheduling
- To add or drop classes
- Registration difficulties
- Faculty contact
- Student teaching questions
- Questions regarding the Teacher Performance Assessment

1. **Course Repeat** - Students who fail to earn a grade of "C" or better in a credential program course may be eligible to retake the course with prior written permission. Students must submit a Course Repeat form to the Credential Office.

2. **Time Limits** - CSUN coursework more than 7 years old is considered expired unless an extension is specified by the applicable academic department. Professional education courses completed more than seven years prior to the date the program was completed and regardless of attended postsecondary institution cannot be counted to meet any credential requirements.

3. **Conviction Records -** As a part of the admission process, applicants are advised that conviction records may prevent an applicant from being admitted to a program or being eligible to be recommended for a state document. Although a wide variety of convictions will not prevent admission or issuance of a credential or certificate, the Education Code does stipulate that certain conviction records will mandate the denial of a credential or certificate. Candidates who develop a conviction record during program matriculation must notify the Credential Office immediately, and they may be disqualified from their programs.

4. **Active Status** - A credential candidate who takes at least one course or attempts to complete at least one program requirement during at least one term per academic year and keeps the Credential Office informed of this progress with documented evidence is considered an "Active Candidate." A credential candidate who appears to not be "active" for three consecutive terms is considered an "Inactive Candidate." Once admitted to and enrolled in a credential program, a candidate in good standing may be CSUN inactive for two consecutive semesters without detriment or approval. If the candidate does not become both University and credential program active by the conclusion of the third consecutive semester, the candidate will be disenrolled from the program. The candidate must reapply for admission to both the University and the Credential Office, including paying applicable fees. If admitted, the candidate has a new "enrollment" date and is subject to program requirements effective with the new "enrollment" date related to CTC timelines and requirements.

5. **Probation and Disqualification** -
   Academic Probation
   Students enrolled in a post-baccalaureate credential program will be placed on academic probation at the end of the semester when their cumulative GPA falls below 2.75. To be removed from probation, students must earn sufficient grade points in the following semester of enrollment to raise their cumulative GPA to 2.75 or above. Failure to do so will result in disqualification in the following semester. (Please refer to Grading in the Regulations section of the Catalog to determine grade points assigned per unit value of coursework.)

   Disqualification
   Students on probation are placed in disqualified status if, at the end of their next semester of enrollment, their cumulative GPA remains below 2.75. Please refer to Catalog for additional information: https://catalog.csun.edu/policies/probation-and-disqualification-post-baccalaureate-credential-program-policy/

6. **Involuntary Withdrawal** - Involuntary withdrawal (termination) from the program is done by collective action of the Selection and Admission Committee. It cannot be done by an individual faculty or staff member, department, student teaching office, or the Credential Office. The Michael D. Eisner College of Education may determine that a particular candidate does not possess or exhibit attributes in sufficient quantity/quality to permit the candidate to continue in the program. For example, unsuccessful student teaching assignments will be followed by a review of the candidate's performance. A procedure exists by which a review of the candidate's qualifications can be initiated and a decision made concerning involuntary withdrawal of the candidate. The rights of candidates are protected, including the right to examine all documentation presented in support of withdrawal and to confront witnesses who support the withdrawal. The decision of the College's Selection, Admission and Retention Committee is final.

7. **Student Standing** – Current and former CSUN students must be in good standing with the university and program for enrollment in the Credential Program.

TIPS FOR SUCCESS

✓   **Make copies of everything you submit to the Credential Office.**

✓   **Keep all documents in a well-organized folder.**

Examples would include:
- Application Packet
- Original Test Score Reports
- CPR Card
- Correspondence
- Credential Progress Report
- Admission Letter
- Student Teaching Evaluations
- Course Substitution Request Forms *(if applicable)*
- Change of Program Forms *(if applicable)*

✓   **Be aware of upcoming deadlines.**

- Student Teaching Application *(submit early in the semester prior to enrollment in student teaching for priority consideration)*
- Credential Request *(submit at the beginning of your last semester of coursework, provided CSUN coursework in progress that semester is all you have left to complete)*

✓   **Utilize this online handbook as a reference and to monitor your progress.**

✓   **See a Credential Advisor whenever you have questions regarding credential requirements or related regulations and policies.**

✓   **Be sure to receive critical information by checking your CSUN email regularly.**
     CSUN email can be forwarded to your gmail, yahoo, hotmail or other preferred address. Simply go to www.csun.edu/account, log on and select mail forwarding.

✓   **Use the services provided by the Campus Web Portal.**
- Enroll in classes
- View your class schedule and grades
- View unofficial transcripts