



San José State University
College of Education
Department of Special Education

**Program of Studies for the Education Specialist Credential
Early Childhood Special Education
Add-On Certificate**

Prerequisites:

- Education Specialist Clear Credential in Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, or former Learning Handicapped or Severely Handicapped Credentials.

Special Education Beginning Core Requirements

Units

EDSE 104	Atypical Development in Young Children Historical and philosophical background of intervention theories of learning related to young children with high risk development. Skills and technique to promote optimal environment and appropriate methods of early intervention and stimulation of young children with special needs. Course is 3 units effective Fall 2004 Semester.	3
EDSE 108	Assessment and Evaluation: Atypical Young Children Identification, description, and assessment of atypical children ages birth – 8 years. Introduction to early intervention and collaboration.	4
EDSE 235A	Movement, Mobility and Sensory Characteristics and Strategies in a Healthy Learning Environment Identifies the special services available to students with moderate/severe disabilities and defines the implementation of these services in the school and community. The course will define the role, function and services provided by professionals available to meet the health care and educational needs of students with multiple disabilities. The course will also address appropriate assessment and referral practices for teachers, seizures protocols, basic first aid and universal precautions, medication administration, positioning and handling for students with severe disabilities and feeding techniques.	3

Early Childhood Special Education Advanced Requirements

EDSE 221	Interventions for Young Children w/Disabilities and Delays Intervention strategies for young children with special needs; theory and design of content; linkage between assessment, intervention and evaluation; inclusion of motor, adaptive, cognitive communication, literacy and social skills development; attention to multicultural/linguistic considerations.	4
EDSE 218A	Autism Spectrum Disorders: Students with Moderate to Severe Disabilities Theoretical foundations and application of evidence-based best practices for students with ASD and M/S disabilities including social language interventions, social stories, integrated playgroups, positive behavior support, self-advocacy skills, inclusive education, recreation and leisure, and special interventions for young children.	3
EDSE 154	Practicum and Student Teaching in Special Education Field based course to measure competency in a special education setting.	6