Education Specialist Credential/Masters Program 2019-2021
Foundations of the Program

Coursework

Fieldwork

Research Based and Effective Practices
Program Details

4 semesters plus one summer (2020)
Hybrid format- classes meet every other week
Leads to Education Specialist Credential and Master’s in Special Education Degree
Three Cohorts

Hayward (01)
Livermore (02)
West Contra Costa (03)

All cohorts taught by highly qualified faculty. Some faculty teach for all cohorts.
Fall Semester

- Classes begin August 19
- Time 4:30-8
- Be certain you are enrolled in all courses for your cohort
- Courses take place every other week
- Odd weeks face-face; Even weeks online, field-based
Year 1 Courses

Fall Semester

- **SPED 601** Educational Practices: Mild Moderate Disabilities
- **SPED 602** Educational Practices: Moderate Severe Disabilities
- **SPED 604** Mental Health & Positive Behavior Supports

- *Autism Added Authorization Courses*
Year 1 Courses
Spring Semester

○ **TED 509** Curriculum & Instruction: Language Arts & Social Studies ++

○ **SPED 605**\* Communication and Technology (4 Saturdays)

○ **SPED 606** Assessment: Mild Moderate Disabilities or

○ **SPED 608**\* Instruction & Behavioral Supports & Strategies Moderate Severe Disabilities

○ **SPED 611** Fieldwork I Mild Moderate Disabilities

○ **SPED 615** Fieldwork I Moderate Severe Disabilities

○ *Autism Added Authorization courses

++ not needed for those with a general education credential
SPED 611 Fieldwork I: Mild Moderate Disabilities

or

SPED 615 Fieldwork I: Moderate Severe Disabilities

Candidates may remain in paid employment positions or student teach (unpaid)

○ Need Negative TB, Immunization Form Student Health Center

○ May also need fingerprints for school district
<table>
<thead>
<tr>
<th>Expectations</th>
<th>Class</th>
<th>Fieldwork</th>
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<tbody>
<tr>
<td><strong>Class</strong></td>
<td>Communicate with course instructor and classmates</td>
<td>Communicate with cooperating teacher and fieldwork supervisor</td>
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<td>Be on time; make arrangements for work based activities outside of class</td>
<td>Be active in your placement; interact with students and cooperating teacher</td>
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<td>Check Blackboard, Google classroom and Horizon Email</td>
<td>Plan instruction, assessment activities</td>
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<td>Have plans available for review</td>
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Expectations

Fieldwork Dress
○ Professional
○ Differentiate yourself from students
○ Avoid.......  

Fieldwork Activities
Representing CSUEB
Confidentiality
Watch, listen, share
<table>
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<tr>
<th>Expectations and the Theory Practice Gap</th>
<th>Dissonance</th>
<th>Problem Solving</th>
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<tbody>
<tr>
<td>Changes deadlines, errors, schedules</td>
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<td>Not an individualized program</td>
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<td>Assignments require interpretation</td>
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<td>Read first, follow instruction, ask questions</td>
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<td>Cannot tell you exactly what to do</td>
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<td>University website Credential</td>
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<td>Student Service Center;</td>
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<td>Accessibility Center</td>
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<td>University Resources: Financial</td>
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<td>Aid; Student Services Center</td>
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Success

○ BLACKBOARD postings for class materials and notices
○ Be ON TIME; classes start at 4:30; stay until class ends
○ Make childcare, carpool arrangements ahead of time
○ Plan appointments, vacations outside of school time
○ Make arrangements to leave when students leave at your school site
Success

- Read syllabus, note questions
- BE ENGAGED! ACTIVE! ALIVE
- Plan out your assignments, schedule time, meet deadlines
- Notify instructor, emergency or absence
- Accept consequences for absences
- Incomplete grades only assigned in case of an emergency and you are up to date with all assignments
Resources

University Resources: Financial Aid; Student Services Center; Accessibility Center

○ CSSC Website
  ◦ Admitted and Enrolled Students
  ◦ Special Education Dropdown
  ◦ Schedules
  ◦ Handbooks
  ◦ Forms
QUESTIONS?????????????