

BACHELOR OF ARTS IN EARLY CHILDHOOD STUDIES: CONCENTRATION IN SPECIAL EDUCATION INTEGRATED TEACHER EDUCATION PROGRAM

The Early Childhood Studies with a concentration in Special Education Integrated Teacher Education Program blends a bachelor's degree in Early Childhood Studies with an Education Specialist (Special Education) preliminary credential. The program is designed to prepare professional educators to provide quality early intervention and early childhood special education to young children birth through kindergarten.

Program Learning Outcomes

- Promote and advocate for social justice and be culturally responsive across young children's ecological contexts.
- Understand the professional roles and responsibilities in inclusive early care and education settings.
- Apply developmental, learning, and cultural theories in the field of early childhood education to
 - engage and support young children in learning by including young children's prior experiences and interests, funds of knowledge, language and sociocultural backgrounds.
 - create and maintain effective environments for young children's learning.
 - understand and organize subject matter for children's learning.
 - plan instruction and intervention and design learning experiences for all children.
- Develop effective literacy instruction for young children that supports foundation skills, meaning making, language development, effective expression, and content knowledge.
- Understand assessment, evaluation, data collection, analysis and reporting in the context of early childhood special education.

Early Childhood Studies (B.A.): Concentration in Special Education Integrated Teacher Education Program - 74 units minimum

Core (27 units)

| Code | Title | Units |
|-------------|--------------------------------------------------------------|-------|
| CAD 210 | Introduction to Applied Child and Adolescent Development | 3 |
| Select One: | | 3 |
| CAD 215 | Foundations in Early Childhood | |
| CAD 230 | Principles and Practices in Early Childhood Programs | |
| CAD 223 | Infants, Toddlers, and Families | 3 |
| CAD 260 | Children, Families, and Community: An Ecological Perspective | 3 |
| CAD 280 | Early Childhood Internship | 3 |

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|-----------|----------------------------------------------------------------------------|---|
| CAD 300 | Professional Roles and Careers in Child and Adolescent Development | 3 |
| CAD 330 | Curriculum and Development in Early Childhood | 3 |
| CAD 410GW | Applied Developmental Science: Prenatal Through Early Childhood - GVAR | 3 |
| CAD 660 | Applied Advanced Developmental Science in Child and Adolescent Development | 3 |

Credential (47 units)

| Code | Title | Units |
|-----------------------------------------|------------------------------------------------------------------------------------------------------|-------|
| SPED 370 | Early Development and Neurodiversity | 3 |
| SPED 671 | Inclusive Social-Emotional Development & Equitable Practices for Children & Families in Early Educ | 3 |
| SPED 675 | Working with Families of Young Children with Disabilities | 3 |
| Select One (1 Unit Course Taken Twice): | | 2 |
| SPED 601 | Observation and Participation in Special Education | |
| SPED 729 | Student Teaching Workshop: Early Childhood Special Education | |
| 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 780 | Equitable Assessment Practices for Young Children with Disabilities and Their Families | 3 |
| SPED 788 | Law, Ethics, and Instructional Planning | 3 |
| Select One: | | 3 |
| SPED 791 | Nature of the Autism Spectrum | |
| SPED 825 | Communication, Behavior and Instructional Supports: Autism | |
| SPED 801 | Development, Diversity, and English Language Learners: Special Education | 3 |
| SPED 885 | Allyship, Leadership, and Collaboration for Young Children with Disabilities | 3 |

First-Time Student Roadmap (4 Year)

The roadmaps presented in this Bulletin are intended as suggested plans of study and do not replace meeting with an advisor. For a more personalized roadmap, please use the [Degree Planner \(https://registrar.sfsu.edu/degreeplanner/\)](https://registrar.sfsu.edu/degreeplanner/) tool found in your [Student Center](#).

[First-Time Student Roadmap \(https://bulletin.sfsu.edu/colleges/health-social-sciences/child-adolescent-development/ba-early-childhood-studies-conc-special-education-itep/roadmap/\)](https://bulletin.sfsu.edu/colleges/health-social-sciences/child-adolescent-development/ba-early-childhood-studies-conc-special-education-itep/roadmap/)

General Advising Information for Transfer Students

- Before transfer, complete as many lower-division requirements or electives for this major as possible.
- The following courses are not required for admission but are required for graduation. Students are strongly encouraged to complete these

units before transfer; doing so will provide more flexibility in course selection after transfer.

- a course in U.S. History
- a course in U.S. & California Government

For information about satisfying the requirements described in (1) and (2) above at a California Community College (CCC), please visit <http://www.assist.org> (<http://assist.org>). Check any geographically accessible CCCs; sometimes, options include more than one college. Use ASSIST to determine:

- Which courses at a CCC satisfy any lower-division major requirements for this major;
- Which courses at a CCC satisfy CSU GE, US History, and US & CA Government requirements.

Remedial courses are not transferable and do not apply to the minimum 60 semester units/90 quarter units required for admission.

Additional units for courses that are repeated do not apply to the minimum 60 units required for upper-division transfer (for example, if a course was not passed on the first attempt or was taken to earn a better grade).

Before leaving the last California Community College of attendance, obtain a summary of completion of lower-division General Education units (IGETC or CSU GE Breadth). This is often referred to as a GE certification worksheet. SF State does not require delivery of this certification to Admissions, but students should retain this document for verifying degree progress after transfer.

Credit for Advanced Placement, International Baccalaureate, or College-Level Examination Program courses: AP/IB/CLEP credit is not automatically transferred from the previous institution. Units are transferred only when an official score report is delivered to SF State. Credit is based on the academic year during which exams were taken. Refer to the University Bulletin in effect during the year of AP/IB/CLEP examination(s) for details regarding the award of credit for AP/IB/CLEP.

Students pursuing majors in science, technology, engineering, and mathematics (STEM) disciplines often defer 6-9 units of lower-division General Education in Areas C and D until after transfer to focus on preparation courses for the major. This advice does not apply to students pursuing associate degree completion before transfer.

Transferring From Institutions Other Than CCCs or CSUs

Review SF State's lower-division General Education requirements. Note that, as described below, the four basic skills courses required for admission meet GE Areas 1A/A2, 1B/A3, 1C/A1, and 2/B4 in the SF State GE pattern. Courses that fulfill the remaining areas of SF State's lower-division GE pattern are available at most two-year and four-year colleges and universities.

Of the four required basic skills courses, a course in critical thinking (1B/A3) may not be widely offered outside the CCC and CSU systems. Students should attempt to identify and take an appropriate course no later than the term of application to the CSU. To review more information about the 1B/A3 requirement, please visit bulletin.sfsu.edu/undergraduate-education/general-education/lower-division/#AAEL.

Waiting until after transfer to take a single course at SF State that meets both US and CA/local government requirements may be an appropriate option, particularly if transferring from outside of California.