

## *Upper Division*

### **EDSP 3268 People with Disabilities and Abilities (3)**

A majority of people have a disability, know someone with a disability, or experience having a disability during their lifetime. In this course, students will examine characteristics and needs of various abilities/disabilities and the impact of different abilities on education and daily life. Students will also learn how to support all children with different abilities regardless their diverse backgrounds. The topics includes an overview of special education system for children with disabilities and their families, evidence based strategies, disproportionality in special education, and legal, ethical, practical considerations for people with disabilities. This course is intended for students to reflect on their lower-division general education experience and to develop an understanding of human diversity and approaches to interact with others in a culturally and linguistically diverse society. This course fulfills the junior year diversity course requirement and expects students to reflect on their lower-division general education experience. Satisfies general education requirement Junior Year Diversity Requirement JYDR.

### **EDSP 4250 Using Technology in Diverse Classrooms (3)**

This course is a prerequisite course for a preliminary education specialist credential candidate. Students will acquire the ability to use computer-based technology to facilitate the teaching and learning process during this course. This course presents topics including, but not limited to Universal Design of Learning, effective use of computer-based technology, augmentative and alternative communication devices, low and high technology devices, legal and ethical issues in the use of technology.

### **EDSP 4260 Establishing Foundations in Special Education (3)**

This course is a general introduction designed to provide the prospective special education teacher with a frame of reference for further work and study in a special education professional career. It includes the study of professional, legal, ethical and historical practices of special education, current special education issues and trends, inclusion, culturally responsive teaching, and multicultural education. This course will address the requirements of the special education teaching profession such as the use of standards of quality and effectiveness, lesson planning, the components of IEPs, procedural safeguards, and regulations pertaining to the eligibility determination and education of exceptional individuals. This course will be conducted using face-to-face sessions and online learning using Blackboard.

### **EDSP 4800 Diverse Classrooms (3)**

This course provides early field experience to candidates pursuing an education specialist credential. Candidates are exposed to both general education and special education classrooms which serve students with diverse learning needs. Through this course, candidates are provided with opportunities to observe, first-hand, the various learning characteristics of students with diverse special needs across educational settings and to actively participate in a variety of instructional delivery systems that serve diverse student populations. This course is designed to provide the prospective special education teacher with a frame of reference for further work and study in a special education professional career. This course will be conducted using face-to-face seminars and online learning.

## *Graduate Courses*

### **EDSP 5050 Behavior Support (4)**

This course is designed to familiarize special education credential and Master's Degree program candidates with the components of positive and proactive approaches to behavior management in the classroom. Evidence-based practices for creating positive learning environments with the response to intervention framework will be presented. Concepts and techniques such as differential reinforcement, response cost, time out, differential reinforcement, token economies, reinforcement schedules, self-regulation, etc. will be emphasized. Within a "case-study" format, specialists/degree candidates will design and implement a positive behavioral support plan and intervention based on a functional behavior assessment. Candidates will be challenged to consider ethical, cultural and pedagogical implications inherent in the use of behavioral interventions and supports. Candidates are required to complete a minimum of 50 hours of field experience.

### **EDSP 5100 Assessment of Students with Disabilities (4)**

This course will provide the candidates with knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with disabilities and diverse learners with disabilities. The approaches include assessments of the developmental, academic, behavioral, social, communication, vocational and other related skill needs. After completing this course, each candidate will be able to (1) understand and apply the principle of non-discriminatory testing in identifying and assessing students' needs, (2) administer formal and informal assessment tools, and (3) make appropriate instructional decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates are required to complete a minimum of 50 hours of field experience.

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### **EDSP 5230 Collaboration and Transition in Special Education (4)**

This course closely interweaves issues of exceptionality, diversity and lifespan transitions while the teacher candidate demonstrates growing knowledge and skills in effective communication and self-awareness. This course addresses the components of essential collaborative partnerships between individuals with disabilities and their families, school personnel including paraprofessionals, and community or agency services. Research-based practices such as co-teaching and self-determination are examined along with effective transition planning practices. This course has a field experience component. Candidates are required to complete a minimum of 50 hours of field experience. This course is taught as a hybrid using face-to-face and online instruction.

### **EDSP 5250 Characteristics and Needs of Students with Mild to Severe Disabilities (4)**

This course presents a variety of unique learning needs of students with mild to severe disabilities in terms of intellectual, emotional-social, behavioral, communication, and psychological characteristics. This course will also address the basic principles and strategies of assessment, curriculum adaptation, and instructional strategies. Candidates will be able to develop appropriate IEP goals and objectives and implement such individualized curriculum adaptations to meet their students' unique educational needs. Additionally, candidates are required to spend a minimum of 50 hours during the semester for observation and participation in the education setting for students with Mild/Moderate/Severe Disabilities. Prerequisite: Admitted to Special Education Program with a Graduate student standing classified or conditionally classified.

### **EDSP 5320 Curriculum and Instruction for Students with Moderate/Severe Disabilities (4)**

This course will review the basic theories of curriculum and instruction and examine the structure of curricula that are currently available. Candidates will also study a variety of effective instructional strategies that are used to meet the diverse learning needs of students with Moderate/Severe disabilities. Candidates will have an opportunity to develop appropriate curriculum for each area of instruction for different ability levels that can reflect the adaptation and modification of the core curriculum to meet the unique needs of students with Moderate/Severe Disabilities. Candidates are required to complete a minimum of 50 hours of field experience with diverse students with disabilities as a course requirement.

### **EDSP 5450 Curriculum and Instruction for Students with Mild to Moderate Disabilities (4)**

This course will review the basic theories of curriculum and a variety of effective instructional strategies for teaching students with mild/moderate disabilities in curricular content areas. Candidates will have opportunities to develop and implement appropriate curriculum and instructional strategies that reflect the adaptation and modification of the core curriculum to meet

the unique needs of students with mild/moderate disabilities by incorporating approaches such as universal design for learning, response to intervention, and evidence-based practices. This course has a field experience component. Candidates are required to complete a minimum of 50 hours of field experience.

### **EDSP 5510 Introduction to Early Childhood Special Education (3)**

This course will provide candidates with a working knowledge of the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services, characteristics of young children with special needs and their families, and effective instructional techniques for working with this population. This course is required for Early Childhood Special Education Added Authorization program.

### **EDSP 5520 Family Systems and Service for Young Children with Disabilities (3)**

The purpose of this course is to provide program candidates with the knowledge of basic family theories and family systems as they are applied to intervention with infants, toddlers, and preschoolers who are at risk or have disabilities and their families. The course explores issues related to cultural, linguistic, and socio-economic diversity in order to increase students' awareness, understanding, and appreciation for family customs, lifestyles, values, and priorities. Legal and legislative mandates are reviewed. Students learn professional approaches and strategies for determining family needs and preferences, implementing family centered approaches to services, and developing and sustaining family-professional partnerships and support. They also learn how to develop an Individualized Family Service Plan (IFSP). This course is required for Early Childhood Special Education Added Authorization program. This is a hybrid course.

### **EDSP 5530 Assessment and Intervention/ instructional Strategies: Birth through Pre-Kindergarten (3)**

This course will provide candidates with knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for children (birth to 5 years of age). The candidate will be able to make appropriate educational decisions on the basis of a variety of non-biased standardized, non-standardized, and alternative assessment techniques, instruments and procedures. The candidate will also acquire skills to design and implement intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities. The candidate will acquire a broad repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily routines), adaptations, assistive technologies, and other supports.

## **EDSP 5540 Field Experience in Early Intervention and Early Childhood Special Education (3)**

This field experience course is designed to provide foundational knowledge and practical experiences in two public or private education programs for infants and young children with disabilities from culturally and linguistically diverse backgrounds. These experiences are aligned with CEC/DEC standards and ECSE-AA standards. Candidates are actively engaged in reflecting on the connections among research, professional standards, and community practices, as well as their own professional development as professional in EI/ECSE.

## **EDSP 5770 Special Topics (1)**

### **EDSP 6100 Teaching Students with Autism (3)**

This course is required for students in a master's program. This course presents unique characteristics and evidence based instructional strategies used with children with Autism Spectrum Disorder (ASD). Challenges that students with ASD face will be discussed including in the areas of, but not limited to, language and communication, social skills, behavior, and processing. An overview of instructional and behavioral strategies to meet the needs of students with ASD will be presented. Topics include physical organization of the instructional setting, structured teaching, visual schedules, and environmental modifications to address challenges of sensory issues. It also discusses interventions to improve social and communication skills in academic and nonacademic settings and technology for students with ASD.

### **EDSP 6200 Research in Special Education (4)**

The seminar course will review, analyze, interpret, and apply specific topical research in special education. Students will learn various quantitative and qualitative research methodologies, including descriptive research, quasi experimental design, single subject research methodology, and observation. Students will select a research topic, formulate a research question, develop a research proposal, analyze the literature, and propose appropriate research methodology to fill a gap in the research or contribute to the literature in the area of special education. Students are also expected to integrate qualitative and quantitative knowledge to evaluate research reports, assessment techniques, and sample designs. Students are required to complete at least 15 hours of lab activities.

### **EDSP 6810 Master's Project Special Education (3)**

The project involves the design and implementation with a written report of a field research, internship or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalent. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

### **EDSP 6820 Master's Exam in Special Education (3)**

The examination involves an in-depth study of a specific area of concentration in special education. The Culminating Activity Committee will determine development of the examination. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

### **EDSP 6830 Master's Thesis in Special Education (1-3)**

The thesis involves a carefully designed review of the research literature and finding of a selected field of interest in special education leading to a novel synthesis of original insights as contributions to graduate scholarship in the purpose of the thesis. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

### **EDSP 6840 Field Experience II: Student Teaching Mild/Moderate Disabilities (9)**

A special education field experience course taken at the third and final phase of the Mild/Moderate Credential program. Candidates are provided with opportunities for meaningful collaborative instruction for students with Mild/Moderate disabilities and diverse needs in the public school setting (K-12). For one (1) quarter, each candidate is required to participate in and reflect on a variety of activities representing different roles of special educators including interactions with parents, and to assume other responsibilities of full-time teachers and service providers. Prerequisites: Must complete EDSP 503 and 505 and 506 and 510 and 545 and EDTE 410 and 416 and EDEL 460 and 461 with a C or better in all.

### **EDSP 6850 Field Experience II: Student Teaching in Moderate/Severe Disabilities (9)**

A special education field experience course taken during the third and final phase of the Moderate/Severe credential program. For one (1) quarter, candidates are provided with opportunities for meaningful collaborative instruction for students with Moderate/Severe disabilities with diverse needs in public school settings (K-12). Each candidate is required to participate in interactions with parents and to assume other responsibilities of full-time teachers and service providers. Prerequisites: Must complete EDSP 503 and 505 and 510 and 517 and 632 and EDTE 410 and 416 and EDEL 460 and 461 with a C or better in all.

### **EDSP 6870 Professional Development in Specialization Areas (3)**

The field-based seminar course will require candidates, in collaboration with their university advisor, to identify approved non-university activities, participate in those activities, and evaluate the effectiveness of those activities in relation to their program plan. The course will build upon the

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foundation established in the Preliminary Education Specialist Credential Program and expand the scope and depth of the candidate in specific content areas, as well as expertise in performing specialized functions in preparation for an advanced degree.

### **EDSP 6860 Final Intern Seminar/Supervision in EDSP (4)**

This practicum is developed to provide ongoing support and guidance to on-the-job intern credentialed teachers serving mild to moderate and moderate to severe populations. The seminar focuses on developing a community of learners in special education classrooms that includes: fundamental organization, constructing IEPs, classroom management, instructional skills, lesson/unit planning, working with paraprofessionals, teaching culturally diverse learners, and professional development. Candidates will demonstrate and/or document their ability to implement, evaluate, and modify curricula, instruction, and instructional contexts to meet the unique needs of individual learners across the range of ages, abilities, learning characteristics, diversity needs, and disabling conditions.

### **EDSP 6880 Intern Seminar/Supervision in Special Education (4)**

This practicum is developed to provide ongoing support and guidance to on-the-job intern credentialed teachers serving mild to moderate and moderate to severe populations. The seminar focuses on developing a community of learners in special education classrooms that includes: fundamental organization, constructing IEPs, classroom management, instructional skills, lesson/unit planning, working with paraprofessionals, teaching culturally diverse learners, and professional development. Candidates will demonstrate and/or document their ability to implement, evaluate, and modify curricula, instruction, and instructional contexts to meet the unique needs of individual learners across the range of ages, abilities, learning characteristics, diversity needs, and disabling conditions.