

**California State University Bakersfield  
SPED Course Description**

<b>Course</b>	<b>Course Title and Description</b>	<i>Unit</i>	<i>Semester</i>	<i>Preliminary Credential</i>	<i>M.A. Program</i>
<b>EDSP 4250</b>	<p><b><i>Title: Using Technology in Diverse Classroom</i></b></p> <p><b><i>Description:</i></b> 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.</p>	3	Fall/Spring	Prerequisite	N/A
<b>EDSP 4260</b>	<p><b><i>Title: Establishing Foundation in Special Education</i></b></p> <p><b><i>Description:</i></b> 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.</p>	3	Fall/Spring	Prerequisite	N/A
<b>EDSP 4800</b>	<p><b><i>Title: Early Field Experience in Diverse Classroom</i></b></p> <p><b><i>Description:</i></b> 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.</p>	3	Fall/Spring	Prerequisite	N/A

<p><b>EDSP 5050</b></p>	<p><b><i>Title: Classroom Management and Positive Behavioral Supports</i></b></p> <p><b><i>Description:</i></b> This course provides instruction on 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. This course has a field experience component, and candidates are required to complete a minimum of 50 hours of field experience.</p>	<p>4</p>	<p>Fall</p>	<p>Requisite (Phase II)</p>	<p>Required (Phase II)</p>
<p><b>EDSP 5100</b></p>	<p><b><i>Title: Assessment of Students with Disabilities</i></b></p> <p><b><i>Description:</i></b> 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 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 nondiscriminatory 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.</p>	<p>4</p>	<p>Spring</p>	<p>Requisite (Phase II)</p>	<p>Required (Phase II)</p>
<p><b>EDSP 5230</b></p>	<p><b><i>Title: Collaboration and Transition in Special Education</i></b></p> <p><b><i>Description:</i></b> 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, and 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.</p>	<p>4</p>	<p>Fall</p>	<p>Requisite (Phase I)</p>	<p>Required (Phase I)</p>

<p><b>EDSP 5250</b></p>	<p><b><i>Title: Characteristics and Needs of Students with Mild to Severe Disabilities</i></b></p> <p><b><i>Description:</i></b> 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 (M/M) and Moderate/Severe (M/S) Disabilities.</p>	<p>4</p>	<p>Fall/Spring (Bakersfield)</p> <p>Fall (AV)</p>	<p>Requisite (Phase I)</p>	<p>Required (Phase I)</p>
<p><b>EDSP 5320 (a)</b></p>	<p><b><i>Title: Curriculum and Instruction in M/S Disabilities</i></b></p> <p><b><i>Description:</i></b> 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.</p>	<p>4</p>	<p>Spring</p>	<p>Requisite (Phase II)</p>	<p>Required (Phase II)</p>
<p><b>EDSP 5450 (b)</b></p>	<p><b><i>Title: Curriculum and Instruction in M/M Disabilities</i></b></p> <p><b><i>Description:</i></b> 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, and candidates are required to complete a minimum of 50 hours of field experience.</p>	<p>4</p>	<p>Spring</p>	<p>Requisite (Phase II)</p>	<p>Required (Phase II)</p>

<b>EDSP 5510 (online)</b>	<p><b>Title: Introduction to Early Childhood Special Education</b></p> <p><b>Description:</b> 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.</p>	3	Fall	ECSE-AA	Elective
<b>EDSP 5520 (online)</b>	<p><b>Title: Family systems &amp; Services for Young Children with Disabilities</b></p> <p><b>Description:</b> 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.</p>	3	Fall	ECSE-AA	Elective
<b>EDSP 5530 (online)</b>	<p><b>Title: Assessment and Intervention/instructional Strategies: Birth through Pre-Kindergarten</b></p> <p><b>Description:</b> 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. Additionally, the candidate will develop skills in order to function as an active member of a transdisciplinary-based assessment team. 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. Evidence-based practices embedded in activities to support language, cognition, social-emotional development, and emergent literacy for all children including English language learners will be discussed throughout the course. 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. This course is required for Early Childhood Special Education Added Authorization program.</p>	3	Spring	ECSE-AA	Elective

<p><b>EDSP 5540</b></p>	<p><b>Title: Field Experience in Early Intervention and Early Childhood Special Education</b></p> <p><b>Description:</b> 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. Candidates are expected to demonstrate skills in the following areas: collaboration, coordination of services, and management of curriculum, assessment, instruction, behavior, and professional relations. As a course requirement, candidates will complete observations and teach young children with disabilities through in-depth experiences with young children in small and whole groups. This course is required for Early Childhood Special Education Added Authorization program. Candidates are required to complete a minimum of 60 hours in in home and preschool settings in small and whole groups.</p>	<p>3</p>	<p>Spring</p>	<p>ECSE-AA</p>	<p>Elective</p>
<p><b>EDSP 6100 (online)</b></p>	<p><b>Title: Teaching Students with Autism</b></p> <p><b>Description:</b> 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 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.</p>	<p>3</p>	<p>Fall</p>	<p>N/A</p>	<p>Elective</p>
<p><b>EDSP 6840 (a)</b></p>	<p><b>Title: Seminar and Student Teaching and Seminar in M/M Disabilities</b></p> <p><b>Description:</b> This is a special education field experience course taken at the final phase of the mild/moderate preliminary credential program. Candidates are provided with opportunities for meaningful collaborative instruction for students with mild/moderate with diverse needs (K-12) in school settings. 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 for one semester. This course is scheduled daily during regular school sessions.</p>	<p>9</p>	<p>Fall/Spring</p>	<p>Requisite (Phase III)</p>	<p>N/A</p>

<p><b>EDSP 6850</b> (b)</p>	<p><b>Title: Seminar and Student Teaching and Seminar in M/S Disabilities</b></p> <p><b>Description:</b> This is a special education field experience course taken at the final phase of the moderate/severe preliminary credential program. Candidates are provided with opportunities for meaningful collaborative instruction for students with moderate/severe disabilities with diverse needs (K-12) in school settings. 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 for one semester. This course is scheduled daily during regular school sessions.</p>	<p>9</p>	<p>Fall/Spring</p>	<p>Requisite (Phase III)</p>	<p>N/A</p>
<p><b>EDSP 6860/6880</b> (c)</p>	<p><b>Title: Intern Seminar and Supervision</b></p> <p><b>Description:</b> 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 linguistically and 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.</p>	<p>4-12</p>	<p>Fall/Spring</p>	<p>Requisite (Phase III)</p>	<p>N/A</p>
<p><b>EDSP 6870</b></p>	<p><b>Title: Professional Development in Specialization Area</b></p> <p><b>Description:</b> 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 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</p>				

**▼ Master's Degree Candidate Only ▼**

<b>EDSP 6200</b>	<p><b><i>Title: Research in Special Education</i></b></p> <p><b><i>Description:</i></b> 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</p>	4	Spring	N/A	Required (Phase II)
<b>EDSP 6810 (a)</b>	<p><b><i>Title: Master's Project in Special Education</i></b></p>	3	Fall/Spring	N/A	Required (Phase III)
<b>EDSP 6820 (b)</b>	<p><b><i>Title: Master's Examination in Special Education</i></b></p>	3	Fall/Spring	N/A	Required (Phase III)
<b>EDSP 6830 (c)</b>	<p><b><i>Title: Master's Thesis in Special Education</i></b></p>	3	Fall/Spring	N/A	Required (Phase III)