

### **EDSP 513 CURRENT AND EMERGING RESEARCH AND PRACTICE IN SPECIAL EDUCATION (3)**

EDUC 513 is part of the Level II Education Specialist Credential program. The course will critically examine emerging research on varied issues impacting special educational policy and practice. The value of empiricism as a philosophy, and data-based teaching practices will be explored. The issues surrounding quantitative and qualitative measurement along with varied conceptualizations of validity, reliability, and accountable practice will be explored via assigned readings and individual projects. These projects will require students to assess the research-based merits of selected special educational practices. Candidates will be required to triangulate various quantitative and qualitative measures of educational and policy effectiveness in order to render empirically informed conclusions about differential effects of various practices in the field of special education. Prerequisite: Admission into the Professional Level II Education Specialist Credential program.

### **EDSP 514 ADVANCED COMMUNICATION, COLLABORATION, AND CONSULTATION IN SPECIAL EDUCATION (3)**

EDUC 514 is a required course for the Professional Level II Education Specialist Credential program. EDUC 514 explores advanced issues surrounding communication, collaboration, and consultation in special education. The effective performance of educational leadership, advocacy, and team management, as well as methods for positively representing special education to parents, administrators, and other educators are addressed in the course. Additionally, skills and methods of collaborating and communicating with professionals and paraprofessionals about students' complex emotional and behavioral needs are addressed. The area of cross-agency transitional services and individualized transitional experiences are explored with emphasis on communication and collaboration across human service agencies. The development of collaborative planning, evaluation and refinement of instructional strategies, curriculum, adaptations and behavioral support are also required of candidates taking EDUC 514. Prerequisite: Admission into the Professional Level II Education Specialist Credential program.

### **EDSP 515 ADVANCED LEGAL ISSUES IN SPECIAL EDUCATION (3)**

EDUC 515 is part of the Professional Level II Education Specialist Credential program. Advanced legal issues faced by teachers, administrators, and parents in special education are addressed. Topics include entitlement to services, procedural due process, complaint resolution, least-restrictive environment, provision of related services, parent participation, shared decision-making, and other related legal issues. Candidates review federal legislation, case law, and statutory requirements within the context of understanding the legal framework underlying special education and providing services, which are legally, as well as programmatic, sound. Prerequisite: Admission into the Professional Level II Education Specialist credential program.

### **EDSP 516 PROFESSIONAL INDUCTION PLAN: CULMINATING ASSESSMENT (1)**

EDUC 516 is the final course in Professional Level II Education Specialist Credential program. This course creates a context for the culminating assessment of the individualized Professional Induction Plan. Candidates will collaboratively assess the elements presented in their induction plans developed in EDUC 511. Working with University faculty, school district support staff, and other teachers, the candidates will evaluate the attainment of their professional goals by reviewing the evidence contained in their Professional Portfolio and applied to their school settings. Areas for continued professional growth will also be identified. Cr/NC only. Prerequisite: Admission into the Professional Level II Education Specialist Credential program.

### **EDSP 578 PROJECT CONTINUATION (1-3)**

### **EDSP 595 SPECIAL STUDIES (1-4)**

## **Education: Single Subject (EDSS)**

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### **EDSS 418 LEARNING AND DEVELOPMENT IN ADOLESCENTS (3)**

This is a prerequisite course for admission to the Single Subject Credential Program. Students will become familiar with all areas of adolescent development including Physical, Cognitive, Identity, Social, Sexual and Moral as well as physical and psychological factors affecting adolescent health currently. Analysis of development in contexts such as family, school, culture, and mass media will be emphasized. Through reading, reflective writing and practical assignments, students will also become familiar with current adolescent issues, needs and experiences. The overall goal of the course is to translate this knowledge and familiarity in to effective learning environments for secondary students.

### **EDSS 442 TEACHING IN MULTICULTURAL SETTINGS (4)**

Exploration of theory and research on teaching, learning, and the curriculum and their relationship to teaching practice in middle, junior high, and senior high schools. Emphasis on teaching/learning situation applicable to all content areas and to issues of culture and diversity. All aspects of instructional planning, implementation, and evaluation are addressed, including classroom atmosphere, interpersonal skills, classroom leadership, management and discipline, interdisciplinary planning, and teaming and collaborative learning. Students develop a repertoire of teaching strategies that address the needs of diverse learners. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject CLAD Credential program, EDUC 417 and EDUC 418.

### **EDSS 443A OBSERVATION/PARTICIPATION IN MULTICULTURAL SETTINGS (2)**

Focused and systematic observation and structured participation in a middle, junior high, or senior high school classroom setting leading to a supervised student teaching experience. Cr/NC only. Prerequisites: admission to the Single Subject CLAD credential program, EDUC 417, EDSS 418, and EDSP 433. Must be taken concurrently with EDUC 443B.

### **EDSS 443B SEMINAR: CLASSROOM MANAGEMENT AND FIELD EXPERIENCE (3)**

This seminar accompanies EDSS 443A, Supervised Observation and Participation in Schools. The seminar serves three functions: (1) To guide students' observations with special emphasis on classroom management; (2) To serve as a liaison between the Single Subject program and the students' observation placements; and, (3) To prepare students for successful student teaching with the creation of a classroom management plan and detailed reflections on the three days teaching experience required for EDSS 443A and in preparation for PACT. Prerequisites: EDUC 417, EDSS 418.

### **EDSS 444 TEACHING IN THE CONTENT AREAS (4)**

Principles, methods, and materials for teaching particular academic content in middle, junior high and senior high schools. Emphasis is on applications of constructivist theory to teaching and learning, and on organization and representation of content in forms accessible to learners. Students prepare for and process their concurrent field experience in secondary classrooms. In addition, as part of the preparation for PACT (Performance Assessment for California Teachers), students learn to evaluate and critique the content and structure of lesson plans, instructional materials, and assessments of student performance tasks. Prerequisites: EDUC 417, EDSS 418, and admission to the Single Subject Credential program. Grade only.

**EDSS 446 LANGUAGE LITERACY ACROSS THE CURRICULUM: MIDDLE AND SECONDARY SCHOOL (4)**

Principles, methods, and materials for guiding students' literary development in subject areas at the secondary level. Includes literacy and language theory and current issues in reading/language pedagogy for first and second language learners. Emphasis is on the interrelationships between language systems and constructivist literacy theory and the cognitive, affective, and social aspects of literacy development in subject areas. Issues of cultural and language diversity related to competencies, bilingualism, classroom management, lesson and unit design using competencies, and dialect variation are integral to the course. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject or Education Specialist Credential program, EDUC 417, EDSS 418 and EDSP 433, or permission of instructor.

**EDSS 458 STUDENT TEACHING IN MULTICULTURAL SETTINGS (12)**

A supervised teaching experience in a multicultural middle, junior high, or senior high school setting under the guidance of a resident teacher and a University supervisor. Assignment consists of three teaching periods and two preparation periods daily. Two periods entail full student teaching responsibility as outlined in the Single Subject Handbook. The third period consists of assisting the resident teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may team teach in some or all of the classes. Cr/NC only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDSS 459.

**EDSS 458I INTERNSHIP-STUDENT TEACHING IN MULTICULTURAL SETTINGS (3-6)**

A supervised teaching experience in a multicultural middle, junior high, or senior high school setting under the guidance of a resident teacher and a university supervisor. Assignment consists of three teaching periods and two preparation periods daily. Two periods entail full student teaching responsibility as outlined in the single Subject Handbook. The third period consists of assisting the resident teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may team teach in some or all of the classes. Cr/NC only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDUC 459. Interns only. Permission to enroll from director of internship program required prior to registering.

**EDSS 459 SEMINAR FOR SECONDARY STUDENT TEACHERS (4)**

This seminar supports student teacher candidates during their student teaching semester. The course provides opportunities for candidates to exhibit and examine their teaching competence in regard to classroom management, curricular planning, instructional strategies for diverse learners, assessment, and professional development. Candidates assemble a teaching portfolio. In addition, the weekly seminar prepares candidates for the PACT Teaching Event, a summative performance assessment of the candidate's demonstrated ability to plan, implement, and assess a significant segment of teaching. Successful completion of the Teaching Event will be required to earn a California Preliminary Single Subject Credential. Prerequisite: successful completion of all Phase 1 courses. Must be taken concurrently with EDSS 458.

**EDSS 459I INTERNSHIP SEMINAR: STUDENT TEACHING MULTICULTURAL SETTINGS (2)**

Support seminar focusing on issues of classroom management, concerns related to the student teachers' classroom experiences, and professional growth and career development. Emphasis is on integrating content of Phase I courses, including CLAD competencies, into the student teaching experience. Students use materials from the program portfolio and the student teaching experience to develop a professional portfolio. Grade only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDUC 458. Interns only. Permission to enroll from director of internship program required prior to registering. Cr/NC only.

**EDSS 495 SPECIAL STUDIES (1-4)**