

Education: Special Education (EDSP)

EDSP 400 FOUNDATIONS OF SPECIAL EDUCATION (3)

In this course, students are presented with the history, philosophy and legal requirements related to the implementation of special education services for students with disabilities and their families. Foundational knowledge on typical and atypical human development, examination of disability risk conditions, understanding the Individualized Education Program (IEP) framework and process and the importance of the role of family, school, and community in supporting the well being of individuals with disabilities is provided. Additional emphasis is placed on understanding and examining diverse learners and their families within the context of special education. Class readings and course assignments are integrated within this class to establish the connection from special education theory to practice culminating the development of a personal philosophy of special education.

EDSP 421A EFFECTIVE PRACTICES THAT SUPPORT STUDENTS WITH DIVERSE LEARNING NEEDS (3)

EDCU 421A represents a first course in the study of theoretical orientations, instructional strategies and classroom management to provide inclusive educational support for students with disabilities. The course is designed for Educational Specialist credential candidates in the Mild/Moderate, Moderate/Severe, and Communication Disabilities programs. Course content offers theoretical and conceptual underpinnings of the development of academic skills of students and the development of positive classroom ecologies to support students with special needs. Theoretical and conceptual foundations from a variety of paradigms are developed into applied techniques of instruction and classroom management through a series of readings, exercises, and assignments throughout the course. Prerequisite: Admission to the Education Specialist credential program or permission of the instructor.

EDSP 421B EARLY FIELD PLACEMENT (1)

EDSP 421B is an Early Field Placement during which candidates spend approximately 60 hours observing and participating in three special education classrooms or placements. In conjunction with EDSP 421A and the introduction on specific topics, the candidate will observe the teacher and students in the observation classrooms/settings to understand how these topics are operationalized in special education settings. These observations will be discussed further during class and via online discussion forums. The guided exploration of the work of a special education teacher and the ecology of the classroom will enrich the candidate's understanding of the profession and help to build the foundational knowledge and skills needed to be an effective special education teacher.

EDSP 421C USING EDUCATIONAL AND ASSISTIVE TECHNOLOGY (1)

EDSP 421C surveys the use of technology to enhance teaching and learning in special education classrooms. A variety of topics are considered including the roles of technology in teaching and learning, designing lessons that incorporate the effective use of technology and using technology to support special populations. Both theory and practice in the use of educational and assistive technology will be examined through readings, discussions and activities in an online environment. Prerequisite: Admission to the Education Specialist credential program or permission of the instructor.

EDSP 421D HEALTHY LEARNERS & SCHOOL ENVIRONMENT (1)

In this course, personal, family, school, and community health are the framework for presenting coordinated health education in K-12 schools to teaching credential candidates. Subject matter includes school health laws, universal precautions, common diseases and prevention, drugs, alcohol and tobacco, sexuality, nutrition, fitness, pregnancy, special populations, child abuse, bullying, gender issues, community, diversity, and human ecology. Based upon California Health Framework, meets state credential requirements. Prerequisite: admission to the Education Specialist Credential Program or permission of the instructor.

EDSP 422 COLLABORATIVE PARTNERSHIPS AND SPECIAL EDUCATION (4)

Candidates are presented with theory, concepts, and practices related to the implementation of special education services for students with disabilities and their families. Foundational knowledge on the identification of disabilities, service delivery models, and the legislative framework that mandates key special education practices are explored. Additional emphasis is placed on the communication, consultation, and collaboration skills useful in forming productive partnerships with families, school personnel, and community service providers. Coursework and field assignments are integrated to support the development of a personal philosophy of special education that links theory to practice. Grade only. Prerequisite: admission to the Education Specialist Credential Program or permission of the instructor.

EDSP 422A CASE MANAGEMENT AND TRANSITION PLANNING IN SPECIAL EDUCATION (3)

In this course and accompanying seminar, students will explore the communication and collaboration skills necessary for effective case management and transition planning for individuals with exceptional needs. Emphasis is placed on examining the skills, models, and strategies for successful collaboration in the context of special education service delivery requirements and models. Additional emphasis is placed on developing a comprehensive case management system as well as planning, implementing, and evaluating transition services across the lifespan for all learners. Class readings, course assignments, and specific fieldwork activities (422B) are integrated within these classes to establish the connection from theory to practice culminating in the development of a case management notebook. Concurrent enrollment in EDSP 422A and 422B is expected.

EDSP 422B PARTICIPANT OBSERVATION/FIELDWORK (1)

In this course and accompanying seminar, students will explore the communication and collaboration skills necessary for effective case management and transition planning for individuals with exceptional needs. Emphasis is placed on examining the skills, models, and strategies for successful collaboration in the context of special education service delivery requirements and models. Additional emphasis is placed on developing a comprehensive case management system as well as planning, implementing, and evaluating transition services across the lifespan for all learners. Class readings, course assignments, and specific fieldwork activities (422B) are integrated within these classes to establish the connection from theory to practice culminating in the development of a case management notebook. Concurrent enrollment in EDSP 422A and 422B is expected.

EDSP 423 ASSESSMENT OF STUDENTS WITH DISABILITIES (3)

In EDSP 423, candidates explore the basic principles and strategies of assessment and the ways that assessment informs curricular and instructional decisions for individuals with diverse special education needs. Candidates learn to use a variety of formal and informal assessments, linking these with progress monitoring to analyze student performance and develop appropriate goals based on findings. Legal, ethical, and diversity issues related to assessment are explored. Eligibility criteria and characteristics of students with disabilities are also a focus of this course. Grade only. Prerequisite: Admission to Education Specialist Credential program or by permission of the instructor.

EDSP 424 POSITIVE BEHAVIOR SUPPORTS FOR STUDENTS WITH DISABILITIES (3)

Functional assessment and analysis are used to develop positive behavior support plans for children with more significant behavior needs. The goal of this course is to help candidates learn to promote the social competence, self-management, and communication skills of students with special needs through behavior support. Grade only. Prerequisite: Admission to the Education Specialist Credential Program or by permission of the instructor.

EDSP 425 DEVELOPING ACADEMIC PERFORMANCE-MILD/MODERATE (4)

EDSP 425 is designed to provide candidates in the Education Specialist Mild to Moderate Disabilities Credential Program with a research-based perspective on developing academic performance for students with mild to moderate disabilities. The relationship among assessment, curriculum, and instruction is investigated through the examination and application of a variety of informal assessments, instructional strategies, and curricula within the context of access to the core curriculum and content standards. Curricular modifications and instructional strategies that support students with mild/moderate disabilities in inclusive settings are explored. Coursework follows a "theory into practice" format consisting of classroom simulations, visitations, guided activities, and student projects using field-based lessons. Grade only. Prerequisite: admission to the Education Specialist Credential Program or permission of the instructor.

EDSP 426 COMMUNICATION DEVELOPMENT: ASSESSMENT AND INSTRUCTION (4)

In this course, students are presented with an overview of typical and atypical communication development in special populations. Evaluation measures, evidence based practices and effective instructional strategies related to the implementation of special education services for students with communication disorders and their families are addressed. Foundational knowledge on intervention techniques, AAC, and second language development is provided. Additional emphasis is placed on the communication and collaboration skills useful in forming productive partnerships with families, school personnel and community service providers. Class readings and course assignments are integrated within this class to establish the connection from special education theory to practice culminating in the development of a communication report.

EDSP 428 PROFESSIONAL SEMINAR: TOPICS IN THE EDUCATION OF STUDENTS WITH MODERATE/SEVERE DISABILITIES (5)

EDSP 428 is designed to provide candidates in the Education Specialist Moderate to Severe Disabilities Credential Program with a research-based perspective on developing skills that are functionally tied to real world demands and that are referenced as the requirements for successful inclusion in school, community, and workplace. Grade only. Prerequisite: admission to the Education Specialist Credential program or permission of the instructor.

EDSP 430 SPECIAL EDUCATION FOR TEACHERS (4)

A survey course that presents theory, program concepts, and teaching practices related to students with special educational needs. Legislation, public policy, and advocacy related to the full inclusion of students with special needs into the least restrictive environment are reviewed. Additionally, assessment, curriculum, and instructional modifications designed to accommodate learners with diverse backgrounds (cultural, linguistic, socioeconomic) and abilities are addressed. Thirty hours of required field experience are an integral part of the course. Grade only. This course meets the special education requirements to convert a basic credential to a Professional Clear Credential and is a required beginning course for students in the Education Specialist Credential Program.

EDSP 432 YOUNG CHILDREN WITH SPECIAL NEEDS (4)

An introduction to theories, research, and practices related to providing appropriate services for young children with special needs (birth through 8). Topics include: early identification of exceptional needs; collaborative partnerships for inclusive education; the role of parents; strategies and resources for supporting the educational, social, behavioral, and/or medical needs of young children; and the requirements of special education laws. Grade only. Prerequisite: Junior or Senior standing.

EDSP 433 TEACHING ADOLESCENTS WITH SPECIAL EDUCATION NEEDS (3)

EDSP 433 is an introductory course which presents a survey of theory, program concepts, and teaching practices related to students with special needs. Emphasis is placed on understanding and addressing the educational and social needs of secondary aged students with disabilities as well as gifted and talented students. Legislation, policies, and practices pertaining to the education of students with special needs in a secondary setting are presented. Knowledge, skills, and strategies including disability and gifted and talented identification, major roles and responsibilities in the Individual Education Program (IEP) process, and collaboration between general and special educators aimed at successful inclusive educational practices are also addressed. Thirty hours of field experience are included. Elements of this course will include the use of the Internet and the World Wide Web.

EDSP 460 TEACHING EVENT SEMINAR (2)

This seminar accompanying the student teaching experience (EDSP 465 or 467) is designed to support student teachers as they apply the skills and knowledge they have learned in coursework to the teaching of individuals with special needs. Through the seminar, they will also complete a teaching event demonstrating their competence as special educators as well as receive guidance and support aimed at a successful student teaching experience. Graded. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential program, Corequisite: EDSP 465 or 467.

EDSP 464A PARTICIPANT OBSERVATION (2)

Provides an early fieldwork experience for education specialist credential candidates not currently working in special education as interns. Candidates become acquainted with the daily operation of a special education classroom within the context of the school and the community. Ninety hours observation and participation in a special education classroom during which the candidate observes curriculum, instruction, classroom ecology, IEP meetings, and assessment. Cr/NC. Prerequisite: admission to Education Specialist Credential Program. Requires concurrent enrollment in EDSP 464B.

EDSP 464B PARTICIPANT OBSERVATION: SEMINAR (2)

This seminar, to accompany EDSP 464A, allows candidates to discuss and evaluate their experiences observing in special education classrooms, with a focus on the social context of the classroom, school, and community. The roles of specialists and others working in collaboration with the special educator are investigated and links between theory and practice are explored. Grade only. Prerequisite: Admission to the Education Specialist Credential Program. Required concurrent enrollment in EDSP 464A.

EDSP 465 PRACTICUM: MILD/MODERATE DISABILITIES (11)

EDSP 465 represents the student teaching component of the Mild/Moderate Disabilities credential program. Credential candidates student teach for 12 or more weeks under the guidance and supervision of a master teacher in the schools as well as a University supervisor from SSU. Cr/NC only. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential Program, completion of requirements described in handbook. Corequisite: EDSP 460.

EDSP 466 SEMINAR: MILD/MODERATE DISABILITIES (2)

EDSP 466 represents the seminar which accompanies the student teaching component of the Education Specialist Mild/Moderate Disabilities Credential Program. The seminar is designed to provide a problem-solving forum for the myriad of educational, social, and psychological issues which tend to arise as part of student teaching. Guidance and support aimed at a successful student teaching experience is offered through EDSP 466. In addition to the instructor of EDSP 466, occasional guest visits by student teaching supervisors, resident teachers, and school administrators will complement the class sessions. Candidates will also be provided time to form cooperative support groups around commonalities of assignment or problem areas. Cr/NC only. Prerequisites: admission to the Education Specialist Mild/Moderate Disabilities Credential Program, EDSP 422, EDSP 423A, EDSP 424A. Corequisite: EDSP 465.

EDSP 467 PRACTICUM: MODERATE/SEVERE DISABILITY (11)

EDSP 467 represents the student teaching component of the Moderate/Severe Disabilities credential program. Credential candidates student teach for 12 or more weeks under the guidance and supervision of a master teacher in the schools as well as a University supervisor from SSU. Cr/NC only. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential Program, completion of requirements described in handbook. Corequisite: EDSP 460.

EDSP 468 SEMINAR: MODERATE/SEVERE DISABILITIES (2)

EDSP 468 represents the seminar that accompanies the student teaching component of the Education Specialist Moderate/Severe Disabilities Credential Program. The seminar provides a problem-solving forum for the myriad of educational, social, and psychological issues which tend to arise as part of student teaching. Guidance and support aimed at a successful student teaching experience is offered through EDSP 468. In addition to the instructor of EDSP 468, occasional guest visits by student teaching supervisors, resident teachers, and school administrators will complement the class sessions. Candidates will also be provided time to form cooperative support groups around commonalities of assignment or problem areas. Cr/NC only. Prerequisites: admission to the Education Specialist Moderate/Severe Credential Program, EDSP 422, EDSP 423A, EDSP 424A. Corequisite: EDSP 467.

EDSP 481 INTERNSHIP PRACTICUM/SEMINAR (4)

This course provides on-going support and guidance to Internship teachers serving diverse learners with special needs. The course focuses on examining the California Standards for the Teaching Profession and connecting these standards with University coursework and the Intern's teaching experience. This is a hybrid course in which teachers meet in a seminar format (face to face) and in an online format. The course focuses on problem solving using the standards, University courses, and individual teaching experiences as frames of reference. Learning from and supporting other interns by sharing individual teaching experiences is the major emphasis of this course as well as offering support in developing the program portfolio. In addition to the seminar, the practicum will provide support and guidance to interns in their classrooms. On-site support teachers and University faculty will visit teacher's classrooms, conference with teachers about their needs, observe classroom practices, and provide feedback on observations.

EDSP 490A EDUCATING STUDENTS WITH AUTISM SPECTRUM DISORDERS (3)

This course intends to provide class participants with an overview of characteristics, etiology, and prevalence of autism spectrum disorders. An additional aim of this course is to supply participants with the knowledge and skills necessary to support the learning of children with autism spectrum disorders including instructional strategies, classroom organization, and teaming with families and professionals.

EDSP 490B AUTISM SPECTRUM DISORDERS: SEMINAR AND FIELDWORK (2)

This practicum and attached seminar will provide candidates with the opportunity to implement evidence-based practices with students diagnosed on the autism spectrum. Candidates will also engage in progress monitoring and the selection and administration of appropriate assessment measures. The seminar will extend candidate understanding of the service delivery options available to students with Autism Spectrum Disorders.

EDSP 495 SPECIAL STUDIES (1-4)**EDSP 501 FORMATIVE ASSESSMENT AND INDUCTION INTO TEACHING (3)**

Education 501 is the initial course in the Professional Induction Credential Program for the Educational Specialist Credential Program. This course offers (1) a forum for the development of an individualized plan for the induction of new special education teachers into the profession of Special Education, (2) a format for self reflection and evaluation of teaching practices through the analysis of teaching videos, (3) the development of an applied field project developed in response to the teachers' areas of professional needs and interests, and (4) opportunities to participate in a Professional Learning Community. The Individual Learning Plan or similar Induction Plans developed during Preliminary Level I program forms the basis of the development of the Professional Induction activities. The candidates develop the Induction Activities with support and approval of their University instructor and school district mentor/support provider and within a research-based perspective.

EDSP 502 ADVANCED PEDAGOGY IN SPED (3)

Candidates will deepen their understanding of pedagogies most effectively and equitably used to support the learning and behavioral needs of children with disabilities as well as children with disabilities who are also English language learners. Multiple assessment measures, including progress monitoring tools, will be linked to instructional planning to differentiate lessons according to student needs within the context of grade level standards and curriculum frameworks.

EDSP 503 LEADERSHIP LAW AND ADVOCACY IN SPECIAL EDUCATION (3)**EDSP 504 FORMATIVE ASSESSMENT AND INDUCTION CULMINATION (3)****EDSP 511 PROFESSIONAL INDUCTION PLAN: SUPERVISED DEVELOPMENT (1)**

EDSP 511 is the initial course in the Professional Level II Education Specialist Credential Program. This course offers a forum for the development of an individualized plan for the induction of new special education teachers into the profession of Special Education. The Individual Learning Plan developed during Preliminary Level I forms the basis for development of the induction plan. The Professional Induction Plan is developed in response to the new teachers' areas of professional needs and interests. It is developed by the candidate with University faculty, school district mentors/support providers, and other teachers. Cr/NC only. Prerequisite: admission into the Professional Level II Education Specialist Credential Program.

EDSP 512 ADVANCED ISSUES IN ASSESSMENT, CURRICULUM, AND INSTRUCTION FOR STUDENTS WITH DISABILITIES (3)

EDUC 512 is part of the Professional Level II Education Specialist Credential program. Foundational knowledge in assessment, curriculum, and instruction is extended within EDUC 512. Candidates gain advanced skills in planning, conducting, reporting, and utilizing a variety of assessments, and in integrating assessment results into instructional planning. Issues such as assessment bias and research, law, and policies and procedures pertaining to the assessment process are addressed. Broad curricula areas including vocational development and community living preparation, diverse instructional approaches, and educational technologies are also addressed. Adaptation and modification of assessment, curriculum, and instruction to meet the individual needs of students with disabilities is a course focus. Prerequisite: admission into the Professional Level II Education Specialist Credential Program.

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

EDSP 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 programmatically, sound. Prerequisite: admission into the Professional Level II Education Specialist Credential Program.

EDSP 516 PROF INDUCTION PLAN: CULMINATING ASSESSMENT (1)

EDUC 516 is the final course in the 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 590 CRITICAL ISSUES IN SPECIAL EDUCATION (3)

Education 590 examines advanced issues surrounding current and critical issues in special education. Students will engage in self-directed inquiry exploring emerging theories and research in the field of special education. Further, the course will focus on the importance of understanding and respecting differing perspectives and positions related to special education theory and research. Prerequisite: admissions to the Professional Level II program, M.A. program, or consent of the instructor.

EDSP 595 SPECIAL STUDIES (1-4)

Course may be repeated for credit.

Education: Teaching English to Speakers of Other Languages (EDTE)

EDTE 540 THEORIES AND RESEARCH IN SECOND LANGUAGE ACQUISITION (3)

This course provides an overview and critical examination of the theories and research in second language acquisition (SLA) and explores relationships between this work and second language teaching and learning. Major theories examined will include those from cognitive, psycholinguistic, sociolinguistic, and sociocultural perspectives. Prerequisite: admission to the SOE M.A. Program.

EDTE 541 ADVANCED PEDAGOGICAL GRAMMAR (3)

In this course you will gain an understanding of the grammar of English and how to use this understanding in teaching English as a second or foreign language. We will explore a variety of current perspectives and approaches to describing and teaching grammar. Prerequisites: admission to SOE M.A. Program, EDTE 544.

EDTE 542 TEACHING MULTILINGUAL WRITERS (3)

This course investigates the theory and practice of learning to write in a second language from an applied linguistics perspective. Topics will include the theoretical developments in L1 and L2 composition, current research issues, and pedagogical concerns, among others. Prerequisite: Admission to the SOE M.A. Program, EDTE 544.

EDTE 543 PRACTICUM IN TEACHING ESL (3)

The practicum is designed to provide students with an opportunity to observe an ESL teacher(s) and to have a supervised experience in teaching English learners. A seminar accompanies the field experience. Prerequisites: admission to the SOE M.A. Program, EDTE 544.

EDTE 544 ADVANCED METHODS OF TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE (3)

This course is designed to provide an in-depth study of methods for teaching English to non-native speakers at various levels. Students will link theory to practice through the study of current methods for teaching and developing speaking, listening, reading, and writing processes in English. Prerequisite: admission to the SOE M.A. Program.

EDTE 545 SPECIAL TOPICS IN TEACHING ESL/EFL (3)

Special Topics in the fields of applied and sociolinguistics related to teaching English as a second or foreign language will be offered on a rotating basis. Prerequisite: admission to the SOE M.A. Program.