

SPECIAL EDUCATION (EDSP)

EDSP 3268 People with Disabilities and American Education (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 of their diverse backgrounds. The topics include an overview of special education systems 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. Prerequisites: Complete at least 45 units; prerequisite or corequisite GE A2. Satisfies general education requirement Junior Year Diversity and Reflection.

Requisite(s): Prerequisites: Complete at least 45 units; prerequisite or corequisite GE A2.

General Education Attribute(s): Junior Year Diversity Reflection

Typically Offered: Fall, Spring

EDSP 4100 Teaching Linguistically and Culturally Diverse students in SPED (3)

This course is designed to promote foundational knowledge and pedagogical skills necessary for working with diverse learners. In particular, candidates will develop relevant knowledge and instructional skills necessary for responding to sociocultural, academic, cognitive, linguistic, and individual needs of all students in inclusive classrooms including English Learners, students with special needs, and gifted learners. The course also focuses on the landmark and current trends and practices in light of the principles of second language acquisition and bilingual discourse, the evolution of legal entitlements of English Learners and students with special needs, the integration of culturally conducive and equitable instructional and assessment differentiation, the implementation of new English Language Development and Common Core State Standards, along with relevant adaptations in lesson planning and delivery. Candidates can benefit greatly from doing field experience while taking the course.

Typically Offered: Fall, Spring

EDSP 4270 Establishing Foundations of 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 assist candidates in developing relevant knowledge for meeting the needs of English language learners and second language acquisition. This course will address the requirements for the special education teaching profession such as the use of standards of quality and effectiveness, lesson planning, the components of IEP's, 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 Canvas.

Typically Offered: Fall, Spring

EDSP 4800 Early Field Experience in 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.

Typically Offered: Fall, Spring

EDSP 5610 Characteristics and Needs of Students with Mild to Extensive Support Needs (3)

This course presents a variety of unique learning needs of students with mild, moderate, and extensive support needs, 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 including high-leverage practices. Candidates will be able to develop appropriate IEP goals and objectives and implement such individualized curriculum adaptations to meet their students' unique educational needs. Prerequisite: Admission to the SPED program.

Requisite(s): Prerequisite: Admission to the SPED program.

Typically Offered: Fall, Spring

EDSP 5620 Collaboration and Transition in Special Education (3)

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 is taught as a hybrid using face-to-face and online instruction. Prerequisite: Admission to the SPED program.

Requisite(s): Prerequisite: Admission to the SPED program.

Typically Offered: Fall, Spring

EDSP 5630 Assessment of Students with Mild to Extensive Support Needs (3)

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-reference, performance-based, and appropriate to the diverse needs of individual students. Prerequisite: Admission to the SPED program.

Requisite(s): Prerequisite: Admission to the SPED program.

Typically Offered: Spring

EDSP 5640 Classroom Management and Positive Behavior Support (3)

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 including meaningful activities for students with mild to extensive support needs with the response to intervention framework will be presented. Concepts and techniques such as dispositions, differential reinforcement, response cost, time out, token economies, reinforcement schedules, self-regulation, etc. will be emphasized in the development of a safe environment for all students. Strategies to support positive psychosocial development and self-determined behavior of students will be analyzed. Within a 'case-study' format, specialist/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. Prerequisite: Admission to the SPED Program.

Requisite(s): Prerequisite: Admission to the SPED program.

Typically Offered: Fall, Spring

EDSP 5650 Curriculum and Instruction for Students with Mild/Moderate Support Needs (3)

This course will review the basic theories of curriculum and a variety of effective instructional strategies for teaching students with mild to moderate support needs 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 to moderate support needs by incorporating approaches such as universal design for learning, response to intervention, and evidence-based practices. Prerequisite: admission to the SPED Program.

Requisite(s): Prerequisite: Admission to the SPED program.

Typically Offered: Spring

EDSP 5660 Curriculum and Instruction for Students with Extensive Support Needs (3)

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 extensive support needs. The purpose of the course is to provide the candidates 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 extensive support needs. Prerequisites: Admission to the SPED Program.

Requisite(s): Prerequisite: Admission to the SPED program.

Typically Offered: Spring

EDSP 5710 Young Children with Disabilities and Their Families (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. Prerequisite: Admission to the SPED program.

Requisite(s): Prerequisite: Admission to the SPED program.

Typically Offered: Fall, Spring

EDSP 5720 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. 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 evidence based/developmentally appropriate strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities. Prerequisite: Admission to the SPED program.

Requisite(s): Prerequisite: Admission to the SPED program.

Typically Offered: Fall, Spring

EDSP 5730 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 CTCECSE-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 complete observations and teach young children with disabilities through in-depth experiences with young children in small and whole groups. Candidates are required to complete a minimum of 45 hours in in-home and preschool settings in small and whole groups for the required Service Learning component. Prerequisite: Admission to the SPED_MA or ECSE_AA program, and complete one of the following courses: EDSP 5510, EDSP 5520, EDSP 5530, EDSP 5710, or EDSP 5720.

Requisite(s): Prerequisite: Admission to the SPED MA or ECSE-AA program, and complete one of the following courses: EDSP 5710, 5720, 5510, 5520, 5530.

Typically Offered: Fall, Spring

EDSP 5770 Special Topics (1)

EDSP 5800 Clinical Practice I (3)

This course is a 22 full academic day clinical practice experience course taken each term during the preliminary education specialist credential program. Candidates must be enrolled in either EDSP 5800 or EDSP 5810, until the Final Clinical Practice. Candidates are provided with opportunities to engage in Clinical Practice/co-teaching with a Cooperating Teacher in a TK-12 setting. This course is scheduled daily during regular school sessions. Each candidate will be supervised by a Cooperating Teacher and University Supervisor in a public-school setting. Offered on a credit/no credit grade basis. May be repeated for credit up to a maximum of 15 units. Prerequisite: admission to the SPED credential program.

Requisite(s): Prerequisite: admission to the SPED Credential Program.

Repeatable for Credit: Yes, up to 15 units

EDSP 5810 Clinical Practice II (3)

This course is a 22 full academic day clinical practice experience course taken each term during the preliminary education specialist credential program. Candidates must be enrolled in either EDSP 5800 or EDSP 5810, until the Final Clinical Practice. Candidates are provided with opportunities to engage in Clinical Practice/co-teaching with a Cooperating Teacher in a TK-12 setting. This course is scheduled daily during regular school sessions. Each candidate will be supervised by a Cooperating Teacher and University Supervisor in a public-school setting. Offered on a credit/no credit grade basis. May be repeated up to a maximum of 15 units. Prerequisite: EDSP 5800.

Requisite(s): Prerequisites: EDSP 5800

Repeatable for Credit: Yes, up to 15 units

Typically Offered: Fall, Spring

EDSP 5820 Final Clinical Practice for Mild/Moderate Support Needs (9)

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 support needs 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. Each candidate will be supervised by a cooperating teacher or site supervisor in a public school and by a university supervisor. Offered on a credit/no credit basis. Prerequisite: department consent required.

Requisite(s): Prerequisites: EDSP 4100, EDSP 4270, EDSP 4800, EDSP 5800 and department consent.

Typically Offered: Fall, Spring

EDSP 5830 Final Clinical Practice for Extensive Support Needs (9)

This is a special education field experience course taken at the final phase of the extensive support preliminary credential program. Candidates are provided with opportunities for meaningful collaborative instruction for students with mild/moderate or extensive support needs 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. Each candidate will be supervised by a cooperating teacher or site supervisor in a public school and by a university supervisor. Offered on a credit/no credit basis. Prerequisite: department consent required

Requisite(s): Prerequisites: EDSP 4100, EDSP 4270, EDSP 4800, EDSP 5800 and department consent.

Typically Offered: Fall, Spring

EDSP 5870 Continuing Intern Seminar/Supervision (3)

This practicum is developed to provide continuing support and guidance to on-the-job intern credentialed teachers serving students with special needs. 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. Interns 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. Prerequisites: EDSP 5890 and admission to the Special Education Intern Program.

Requisite(s): Prerequisite: SPED Intern.

Repeatable for Credit: Yes, up to 9 units

Typically Offered: Fall, Spring, Summer

EDSP 5880 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 students with mild to moderate disabilities and extensive support needs. 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. Interns 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. May be repeated up to a maximum of 12 units. Offered on a credit/no credit basis. Prerequisite: admission to the Special Education Intern Program.

Requisite(s): Prerequisite: admission to the SPED Intern Credential program (GRA5, SPE1, SPEI).

Repeatable for Credit: Yes, up to 12 units

Typically Offered: Fall, Spring

EDSP 5890 Final 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 students with mild to moderate disabilities and extensive support needs. 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. Interns 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. Offered on a credit/no credit basis. Prerequisite: EDSP 5880 or EDSP 6860.

Requisite(s): Prerequisite: EDSP 5880 or EDSP 6860.

Typically Offered: Fall, Spring

EDSP 5910 CalTPA Cycle 1: Learning About Students and Planning Instruction (2)

This course is for candidates to have support and assistance on their first Teaching Performance Assessment Cycle - Learning About Student and Planning Instruction. Candidates are expected to complete the task and submit it to the ETS testing center by the course due date. Offered on a credit/no credit basis. Prerequisite: admission to the SPED program.

Requisite(s): Prerequisite: admission to the SPED program.

Typically Offered: Fall, Spring

EDSP 5920 CalTPA Cycle 2: Learning About Students and Planning Instruction (2)

This course is for candidates to have support and assistance on their second Teaching Performance Assessment - Assessment-Driven Instruction. Candidates are expected to complete the task and submit it by to the ETS testing center by the course due date. Offered on a credit/no credit basis. Prerequisite: EDSP 5910.

Requisite(s): Prerequisite: EDSP 5910.

Typically Offered: Fall, Spring

EDSP 5930 CalTPA Cycle 1 Remediation: Learning About Students and Planning Instruction (1)

This course is for candidates to have remediation support and assistance on Teaching Performance Assessment Cycle - Learning About Student and Planning Instruction after receiving a not passing score on the CalTPA 1. Candidates are expected to complete the task and submit it to the ETS testing center by the course due date. Offered on a credit/no credit basis. Prerequisite: EDSP 5910.

Requisite(s): Prerequisite: EDSP 5910.

Repeatable for Credit: Yes, up to 3 units

Typically Offered: Fall, Spring, Summer

EDSP 5940 CalTPA Cycle 2 Remediation: Learning About Students and Planning Instruction (1)

This course is a remediation course for candidates to have support and assistance on their second Teaching Performance Assessment - Assessment-Driven Instruction after receiving a not passing score on the CalTPA 2. Candidates are expected to complete the task and submit it by to the ETS testing center by the course due date. Offered on a credit/no credit basis. Prerequisite: EDSP 5920.

Requisite(s): Prerequisite: EDSP 5920.

Repeatable for Credit: Yes, up to 3 units

Typically Offered: Fall, Spring, Summer

EDSP 6100 Teaching Students with Autism (3)

This course is offered as an elective 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)

In this course candidates 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. Prerequisite: Graduate classified and Special Education Master's major.

Requisite(s): Prerequisite: Graduate classified and Special Education Master's major.

Typically Offered: Spring

EDSP 6700 Special Topics (1-5)

Repeatable for Credit: Yes, up to 5 units

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. Prerequisites: approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee.

Requisite(s): Prerequisites: approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee.

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

The examination involves an in-depth study of concepts in special education. The Culminating Activity Committee will determine development of the examination. Prerequisites: approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee.

Requisite(s): Prerequisites: approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee.

EDSP 6830 Master's Thesis in Special Education (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. Prerequisites: approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee.

Requisite(s): Prerequisites: approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee.

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

Requisite(s): Prerequisites: EDSP 5230 and EDSP 5050 and EDSP 5250 and EDSP 5100 and EDSP 5450 and EDTE 4100 and EDEL 5100 and EDEL 5200 with a C or better in all.

Typically Offered: Fall, Spring

EDSP 6870 Professional Development in Specialization Areas (1-3)

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 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. Prerequisite: Graduate classified and Special Education Master's major. May be repeated up to a maximum of 10 units.

Requisite(s): Prerequisite: Graduate classified and Special Education Master's major.

Repeatable for Credit: Yes, up to 10 units

Typically Offered: Fall, Spring

EDSP 7000 Continuous Enrollment (0)

Graduate students who have completed the majority of their coursework but have not completed their culminating experience or thesis may enroll in this 0-unit course for the purpose of maintaining continuous enrollment. Prerequisite: approval of the Program Coordinator.

Repeatable for Credit: Yes, up to 0 units

Typically Offered: Fall, Spring, Summer