

# DEPARTMENT OF ADVANCED EDUCATIONAL STUDIES

Social Sciences and Education (sse) (<https://catalog.csub.edu/general-information/csub-information/school-social-sciences-education/>)

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<https://www.csub.edu/sse/departments/advancededucationalstudies/index.html> (<https://www.csub.edu/sse/departments/advancededucationalstudies/>)

## Educational Administration Credential

This program prepares educational leaders and future administrators to promote PK-12 student growth and equitable educational opportunities for all students by offering candidates a two-semester Credentialing program culminating in qualification for the California Preliminary Administrative Services Credential (PASC).

## Educational Counseling Credential

This program is designed for preparation toward a Pupil Personnel Services (PPS) credential issued by the state of California, offering candidates an emphasis in either School Counseling to provide students counseling services in P-12 educational settings or an emphasis in Student Affairs to provide professional counseling services in higher education settings such as community college or university settings.

## Special Education Credential

This program prepares future special education teachers who can work effectively with students with Mild to Moderate Support Needs (MMSN) and/or Extensive Support Needs (ESN).

## Courses

### EDAD 4810 Remediation APA (1)

This independent study course is designed to assist administrative credential candidates who did not pass one or more of the Administrator Performance Assessments (APA) to revise and resubmit their APA task. In this course candidate's areas of concern are identified and support is provided to the candidate in an effort to promote successful revision of the exam and passage of the specific APA. Graded on a credit, no-credit basis. Prerequisites: Open only to EDAD majors or permission of Program Director. May be repeated up to a maximum of 6 units.

**Requisite(s):** Prerequisites: Open only to EDAD major or permission of Program Director.

**Repeatable for Credit:** Yes, up to 6 units

### EDAD 6100 Visionary Leadership (3)

This course prepares educational leaders to facilitate the development and implementation of a shared vision of learning and growth for all students. Candidates learn various leadership models applicable to working within the educational system and with diverse stakeholders in the planning, decision-making, and change processes necessary to form and implement a shared vision. Candidates begin developing a plan to implement a collective vision that uses multiple measures of data and focuses on improving a real-world gap in student achievement or well-being. Prerequisites: Concurrent enrollment in EDAD 6830 or permission of Program Director.

**Requisite(s):** Concurrent enrollment in EDAD 6830 or permission of Program Director.

### EDAD 6200 Instructional Leadership (3)

This course prepares educational leaders to shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Candidates learn theories and models of the role of the instructional leader in using standards and frameworks to guide, support, and monitor teaching and learning. Candidates apply research-based principles of adult learning theory and understanding of how teachers develop to create performance expectations, align instructional and support practices, and focus on providing equitable learning opportunities so all students are prepared for college and career. Prerequisites: Concurrent enrollment in EDAD 6830 or permission of Program Director.

**Requisite(s):** Concurrent enrollment in EDAD 6830 or permission of Program Director.

### EDAD 6300 Management and Learning Environment (3)

This course prepares educational leaders to manage a school organization that cultivates a safe and productive learning and working environment. Candidates learn to recognize and address biases and inequities within the educational system that can negatively impact staff and students. Emphasis is placed on day-to-day and long-term management strategies that form a foundation for staff and student health, safety, academic learning, and well-being. Legal, ethical, and practical factors of budgeting, staffing, and student discipline are addressed. Prerequisites: Concurrent enrollment in EDAD 6840 or permission of Program Director.

**Requisite(s):** Concurrent enrollment in EDAD 6840 or permission of Program Director.

### EDAD 6400 Family and Community Engagement (3)

This course prepares educational leaders to collaborate with families and other stakeholders in addressing diverse student and community interests and mobilizing community resources. Candidates learn to engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement. The range of family and community perspectives and, where appropriate, use of facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being are addressed. Prerequisites: Concurrent enrollment in EDAD 6840 or permission of Program Director.

**Requisite(s):** Concurrent enrollment in EDAD 6840 or permission of Program Director.

**Typically Offered:** Spring

**EDAD 6500 Ethics and Integrity (3)**

This course prepares educational leaders to make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. Candidates learn techniques to regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. Candidates develop skill in using professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. Prerequisites: Concurrent enrollment in EDAD 6830 or permission of Program Director.

**Requisite(s):** Concurrent enrollment in EDAD 6830 or permission of Program Director.

**Typically Offered:** Spring

**EDAD 6600 External Context and Policy (3)**

This course prepares educational leaders to understand, apply, and influence for continuous improvement political, social, economic, legal and cultural contexts affecting education. Candidates gain awareness of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. Future leaders develop understanding and skill as the spokesperson for the school's accomplishments and needs. Prerequisite: Concurrent enrollment in EDAD 6840 or permission of Program Director.

**Requisite(s):** Concurrent enrollment in EDAD 6840 or permission of Program Director.

**Typically Offered:** Spring

**EDAD 6800 Special Topics (1)**

This course is intended for students to explore and reflect on school leadership practices and to develop an understanding of best practices that lead to student academic success.

**EDAD 6830 Field Experience I (3)**

This course prepares students for actual job performance in school leadership work. Students will practice essential leadership skills aligned with the California Administrator Performance Assessment (CalAPA) expectations of data analysis, facilitating a community of practice, and instructional coaching. Students also develop understanding of how the California Administrator Performance Expectations (CAPEs) and related research-based theories and practices are applied at schools through supervised leadership participation in school activities, functions, and events. Graded on a credit, no-credit basis. Prerequisites: Concurrent enrollment in EDAD 6100, EDAD 6200, and EDAD 6500 or permission of Program Director.

**Requisite(s):** Prerequisite: Concurrent enrollment in EDAD 6100, 6200, and 6500 or permission of Program Director.

**EDAD 6840 Field Experience II (3)**

This course prepares students for actual job performance in school leadership work. Students will practice essential leadership work. Students will practice essential leadership skills aligned with the California Administrator Performance Assessment (CalAPA) expectations of data analysis, facilitating a community of practice, and instructional coaching. Students also develop understanding of how the California Administrator Performance Expectations (CAPEs) and related research-based theories and practices are applied at schools through supervised leadership participation in school activities, functions, and events. Graded on a credit, no-credit basis. Prerequisites: Concurrent enrollment in EDAD 6300, EDAD 6400, and EDAD 6600 or permission of Program Director.

**Requisite(s):** Concurrent enrollment in EDAD 6300, 6400, and 6600 or permission of Program Director.

**EDAD 6890 Culminating Activity in Education (3)**

Candidates will refine their understanding of the field of educational leadership by employing systematic approaches to rigorous academic investigation. Drawing on the extant literature related to a problem of practice, candidates will provide evidence-based insights and implications for school improvement. Prerequisites: Program approval is required to register for this course; concurrent enrollment in EDRS 6600, 6610 or permission of Program Director.

**Requisite(s):** Prerequisites: Program approval is required to register for this course; concurrent enrollment in EDRS 6600, 6610 or permission of Program Director.

**Typically Offered:** Spring

**EDAD 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

**EDCS 5050 Legal and Ethical Issues in Counseling (3)**

This course focuses on legal and ethical issues pertaining to school counseling as found in the California Education Code and in the professional organization Codes of Ethics. Included are the laws governing minors and the reporting requirements imposed upon school counselors by regulation, statute, and case law, including child abuse reporting procedures. Goal and objectives of professional organizations, standards of training, credentialing, and the rights and responsibilities of the school counselor are also covered.

**Typically Offered:** Spring

**EDCS 5080 Research in Counseling (3)**

This course is designed to introduce students to various research methods, such as quantitative, qualitative, and mixed methods research designs, that are applicable in the field of counseling. Students will be able to identify various research methods and the strengths and limitations of each method. This course is also designed to give students the necessary skills to conduct research in the counseling field. This course will include an overview of statistics. Prerequisite: an approved undergraduate or graduate course in statistics.

**Requisite(s):** Prerequisite: an approved undergraduate or graduate course in statistics.

**EDCS 5090 Special Problems in Counseling (1-3)**

Review and analysis of specific topics in counseling. May be used to extend field practice and/or repetition of coursework at the discretion of faculty. Prerequisite: Permission of Coordinator. May be repeated for credit up to a maximum of 15 units.

**Requisite(s):** Prerequisite: an approved undergraduate or graduate course in statistics.

**Repeatable for Credit:** Yes, up to 15 units

**Typically Offered:** Fall, Spring

**EDCS 5120 Introduction to Individual Counseling (3)**

This course presents the skills needed to develop the basic competencies in the processes of communication, interviewing, and counseling in educational counseling settings. Weekly class sessions and assignments will introduce communication and intervention strategies designed to allow candidates to support the academic, behavioral, and social-emotional needs of the students they will serve. Class sessions will include several opportunities for role-play to allow candidates to practice these communication skills and strategies. Additionally, they will have the opportunity to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals.

**EDCS 5130 Multicultural Counseling (3)**

This course allows candidates to develop multicultural counseling skills and competencies for use in academic settings. Candidates will be asked to consider and reflect on the messages they have internalized about other groups. They will be challenged to consider a wide variety of perspectives and to incorporate behaviors and interventions that are congruent with professional standards and best practices in the area of multicultural counseling. Candidates will be asked to consider current and historical issues in overarching and individual diversity constructs and sub-groupings including, but not limited to age, culture, ethnicity, gender and gender identity, national origin, language, physical appearance and ability, race, sexual orientation, socioeconomic status, and spirituality.

**Typically Offered:** Spring

**EDCS 5140 Introduction to Counseling in Schools (3)**

This course presents an introduction to the PK - 12 school counseling profession, counseling models, and intervention strategies. Weekly classes and assignments will allow candidates to explore the many ways in which counselors and counseling interventions may be used to support students. Candidates will participate in lectures, discussions and role-plays, they will also evaluate case studies, and create guidance lesson plans to prepare for these and similar tasks in their field placements.

**EDCS 5150 Crisis Counseling (3)**

This course will provide an overview of crisis counseling and training in prevention and intervention strategies for educational settings. Weekly classes and assignments will allow candidates to gain knowledge in recognizing various types of crises, how to effectively prevent and respond to crisis and threat, and how to apply trauma-informed care practices in educational counseling work.

**Typically Offered:** Spring

**EDCS 5160 Theories in Educational Counseling (3)**

This course presents the developmental, counseling, and learning theories of human behavior. Weekly classes and assignments will introduce the continuum of human development, foundational counseling theories, and the constructs of learning theories that are most relevant to educational counseling. Activities and assignments will provide candidates with opportunities to develop an understanding of the major tenets of the theories and explore the application of the theories to promote positive change in educational counseling settings.

**Typically Offered:** Spring

**EDCS 5170 Introduction to Student Affairs (3)**

This is a foundational course for those planning to enter student affairs work in higher education. This course offers students opportunities to examine the historical and contemporary role and scope of college student personnel services. This course will explore competencies essential to fostering the academic and social successes in higher education. The intent is to provide students with the information and skills necessary to understand and evaluate the field as well as to assess their own interest and commitment to student affairs.

**EDCS 5210 School Counseling Practicum I (2)**

Supervised school counseling experience focusing on the initial development of skill in the areas of academic counseling, social-emotional counseling, college and career counseling.

**EDCS 5220 School Counseling Practicum II (2)**

Supervised school counseling experience focusing on the continued development of foundational skill in the areas of academic counseling, social-emotional counseling, college and career counseling. Prerequisite: EDCS 5210.

**Requisite(s):** Prerequisite: EDCS 5210.

**Typically Offered:** Spring

**EDCS 5230 Student Affairs Practicum I (2)**

Foundational supervised student affairs field based experience focused on the initial development of academic and educational counseling skills. Student will be placed in a student affairs office and will be exposed to various aspects of student affairs programming.

**EDCS 5240 Student Affairs Practicum II (2)**

Foundational supervised student affairs field based experience focused on the initial development of academic and educational counseling skills. Student will be placed in a student affairs office and will be exposed to various aspects of student affairs programming. Prerequisite: EDCS 5230.

**Requisite(s):** Prerequisite: EDCS 5230.

**Typically Offered:** Spring

**EDCS 6010 Assessment and Evaluation in Counseling (3)**

Survey of selected assessment instruments, including standardized tests and other programs and techniques commonly used by school counselors and student affairs professionals to evaluate individuals and groups. Addressed are factors that bear (cultural/ethnic) upon academic assessment and achievement and the selection, administration, and interpretation of instruments appropriate to academic, career and personal/social counseling. Prerequisite: an approved undergraduate or graduate course in statistics.

**Requisite(s):** Must be a COUNS major and must have obtained graduate classified standing to take this course

**Typically Offered:** Spring

**EDCS 6020 Introduction to Student Affairs (3)**

This course provides an overview to the field of student affairs and the specialty fields of student affairs. An overview of the history of higher education, college student development, and the various college settings is also emphasized in this course. Legal and ethical issues, competencies, and the interaction of the academic and student service areas will also be discussed.

**Requisite(s):** Must be a COUNS major and must have obtained graduate classified standing to take this course

**EDCS 6110 Research and Evaluation in Counseling (3)**

This course is designed to introduce students to various research methods, such as quantitative, qualitative, and mixed methods research designs, that are applicable in the field of counseling. Students will be able to identify various research methods and the strengths and limitations of each method. This course is also designed to give students the necessary skills to conduct research in the counseling field. This course will include an overview of statistics.

**EDCS 6130 Comprehensive School Counseling (3)**

This course focuses upon the development of the practical skills and techniques necessary for effective and comprehensive prevention and early intervention in the academic, career, and personal/social domains of K-12 students. Specific techniques and preventive programs for current school issues, including school violence and safety, will be presented. Additional focus will be placed on classroom, school, family, and community factors that support pupil learning, as well as skills to assist pupils experiencing learning problems.

**EDCS 6150 Academic and Career Counseling (3)**

Focuses on the processes of career and academic development through the life span, including an emphasis on theories of career education and career counseling, culturally different populations, the interface between the individual and the organizational climate and the resources utilized in the career and academic counseling process.

**Typically Offered:** Spring

**EDCS 6160 Introduction to Group Counseling (3)**

This course focuses on the theory and skills necessary for effective group and consultation interventions in multicultural educational settings. Students will have the opportunity to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups through membership in, and facilitation of, small groups. The importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict will be addressed.

**Typically Offered:** Spring

**EDCS 6170 Student Affairs Communication and Advising (3)**

This course presents the skills needed to develop the basic competencies in the processes of communication, interviewing, counseling, and advising in educational counseling settings. Weekly class sessions and assignments will introduce communication and intervention strategies designed to allow candidates to support the academic advising, behavioral, and social-emotional needs of the students they will serve. Class sessions will include several opportunities for role-play to allow candidates to practice these communication skills and strategies. Additionally, they will have the opportunity to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals.

**EDCS 6180 Special Topics in Trends in Student Affairs (3)**

This interactive class will provide students with a comprehensive understanding of the role, mission, and functions of Student Affairs in higher education as well as insights to the scope and purpose of various Student Service units. The following themes are integrated into this course: making the transition to a professional role, the importance of partnerships, and factors related to both the "student as customer" and "student as learner" points of view.

**EDCS 6190 Interventions and Student Support (3)**

This course focuses on the skills necessary for effective group interventions in college and/or university settings for successful student affairs educators and higher education professionals. Topics to be discussed include: helping skills, crisis management skills, referral skills, dealing with difficult students and other stakeholders, group and organizational intervention. Students will have the opportunity to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups through membership in, and facilitation of, small groups. The importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict will be addressed.

**Typically Offered:** Spring

**EDCS 6260 Student Affairs Fieldwork I (3)**

Supervised student affairs field practice that allows the demonstration of knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics.

**EDCS 6270 Student Affairs Fieldwork II (3)**

Supervised student affairs field practice that allows the demonstration of knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics.

**Typically Offered:** Spring

**EDCS 6290 Collaboration and Leadership in Schools (3)**

This course presents information about leadership theories, practices, and interventions along with applications of leadership concepts as they apply to work in and with PK-12 educational settings. Weekly classes and assignments will allow candidates to explore their own leadership and communication styles, analyze education policies and their impacts on student success, and construct a Multi-Tiered System of Support to address a research-based problem that negatively impacts student performance and success. Candidates will participate in lectures, discussions, role-plays, and will evaluate sample MTSS to identify the role of the counselor as a leader and advocate in the school and greater communities.

**EDCS 6330 Master's Exam in Counseling (3)**

In this course, students will take a master's exam in either student affairs or school counseling.

**Requisite(s):** Must be a EDUC major and have obtained graduate classified standing to take this course.

**Typically Offered:** Spring

**EDCS 6360 School Counseling Fieldwork I (4)**

Supervised school counseling field experience that allows for the demonstration of knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics. Prerequisite: admitted to the Educational Counseling program.

**Requisite(s):** Prerequisites: admitted to Educational Counseling program

**EDCS 6370 School Counseling Fieldwork II (4)**

Supervised school counseling field experience that allows for the demonstration of knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics. Prerequisite: admitted to Educational Counseling program.

**Requisite(s):** Prerequisites: admitted to Educational Counseling program

**Typically Offered:** Spring

**EDCS 6380 School Counseling Fieldwork III (4)**

Supervised school counseling field experience that allows for the demonstration of knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics. Prerequisite: admitted to Educational Counseling program.

**Requisite(s):** Prerequisites: admitted to Educational Counseling program

**EDCS 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

**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

## Faculty

**Educational Administration Faculty:** A. Wisman, J. Wang, M. Szolowicz

**Educational Counseling Faculty:** Y. Ortiz-Bush, J. Nmah

**Special Education Faculty:** M. Kabel, Y. Lee, D. McNett, J. Mouanoutoua, S. Roberts