

Special Education

Michael D. Eisner College of Education

Chair: Nancy Burstein

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www.csun.edu/coe/sped/

Faculty

Tamarah Ashton, Nancy Burstein, Deborah Chen, Tomas Garcia, Michele Haney, Virginia Kennedy, Beth Lasky, Richard Mesaros, Wendy Murawski, Rachel Friedman Narr, Kathryn Peckham-Hardin, Teshami Reid, Ellen Schneiderman, Sue Sears, Ashley Skylar, Michael Spagna, Sally Spencer, Ivor Weiner

Faculty Emeriti

Kenneth Armstrong, Ray Barsch, Ann Bisno, June Downing, Ruth Forer, Joyce Hagen, Phillip Hansen, Barbara Kulik, Joyce Linden, Grace Lee, June Newkirk

Degree Programs

M.A. Special Education with specializations in:

Deaf and Hard of Hearing

Early Childhood

Educational Therapy

Mild/Moderate Disabilities

Moderate/Severe Disabilities

Credentials

Preliminary Education Specialist Credential (Level I) in Deaf/Hard of Hearing, Early Childhood Special Education, Mild/Moderate Disabilities, and Moderate/Severe Disabilities

Professional Education Specialist Credential (Level II) Deaf/Hard of Hearing, Early Childhood Special Education, Mild/Moderate Disabilities, and Moderate/Severe Disabilities.

Certificate

Early Intervention for Children with Special Needs/Birth to 8 Years

Educational Therapy (Post M.A. Certificate)

Resource Specialist Certificate

Academic Advisement

All department faculty are available during their scheduled office hours or by appointment to advise students during the semester.

Program Coordinators

Graduate Programs: Wendy Murawski

Teacher Education: Sally Spencer

Level II Credential: Virginia Kennedy

Department Programs

A. Master's Degree Program: The M.A. Degree Program builds upon the competencies developed in the Special Education Credential Program, preparing students for positions of leadership, advocacy and scholarship in the schools, the community, and within the overall profession of Special Education and for entry into doctoral programs. The M.A. Program includes specializations in Deaf and Hard of Hearing, Early Childhood, Educational Therapy, Mild/Moderate Disabilities, and Moderate/Severe Disabilities.

B. Teaching Credentials: The Education Specialist Credential prepares special education teachers to meet the educational, social, emotional, and vocational needs of children and adolescents with disabilities and their families. Education Specialist Credential Programs provide specialized course work, field experiences and student teaching for individuals interested in serving students with disabilities. The Department of Special Education offers a Preliminary Education

Specialist Credential (Level I) and Professional Education Specialist Credential (Level II) in Deaf/Hard of Hearing, Early Childhood Special Education, Mild/Moderate Disabilities, and Moderate/Severe Disabilities. Level II Credentials are designed for teachers who have completed the Level I credential.

C. Certificates: Early Intervention for Children with Special Needs/ Birth to 8 Years, Educational Therapy (Post M.A. Certificate), and Resource Specialist.

Student Learning Outcomes of the Graduate Program

1. Gather relevant literature.
2. Formulate and support opinions.
3. Integrate information with a clear organization.
4. Critically analyze ideas.
5. Fluently present information.

Student Learning Outcomes of the Level I Credential Program

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Make subject matter comprehensible for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

Student Learning Outcomes of the Level II Credential Program

1. Ability to reflect on one's own practice to support student learning and continued professional development.
2. Advanced professional competencies as identified by the California Commission on Teacher Credentialing (CCTC).

The Master of Arts Degree In Special Education

The Master of Arts Degree in Special Education builds upon the competencies developed in the Preliminary Education Specialist and Professional Level II Education Specialist Credential Programs*. This degree is designed to prepare graduates for positions of leadership, advocacy and scholarship in schools, the community, and within the overall profession of Special Education. Toward this end, faculty facilitate the development of student competencies in reflective dialogue, presentation, and written avenues of expression.

*The Preliminary Education Specialist credential programs address beginning child and family-focused competencies for the educator of children with special needs. The Professional Level II Education specialist credential programs address more advanced child, school and community-focused competencies.

A. Requirements for Admission to the Program (Conditionally Classified Status)

1. Baccalaureate Degree from an accredited university or college.
2. Good standing at the last university attended.
3. A minimum of a 2.5 grade point average in the last 60 semester units attempted
4. Successful completion of a Level I Preliminary Education Specialist Credential.

B. Requirements for Admission to the Program (Classified Status)

1. An undergraduate grade point average of 3.0 or higher or a University approved aptitude test for graduate study (GRE or MAT)
 - a. Score at or above the 50th percentile on one of the three portions of the aptitude test of the GRE
 - b. Score at or above the 50th percentile on the MAT
2. Successful completion of the Upper Division Writing Proficiency Exam with a score of 8 or better
 - a. 3.0 grade point average for all work taken as a Conditionally Classified student
 - b. Approval of a plan of study by the student's advisor.

Other Requirements:

1. A minimum of 30 units including a comprehensive examination, thesis, or a graduate project is required for completion of the Master of Arts degree.
2. No more than 12 units of credit may be applied to a Master of Arts Degree program until classified status is attained.
3. Courses more than seven years old will not be included in the total of 30 units required for the M.A. Degree. Students should see an advisor prior to selecting classes.
4. Students in the DHH M.A. Program must pass the American Sign Language Proficiency Interview (ASLPI) at required level
5. A 3.0 grade point average or higher in all work undertaken since admission to the program to be advanced to candidacy (approval to proceed to a thesis or comprehensive examination course).

A. Deaf/Hard-of-Hearing Master's Requirements (30 Units)**1. Core Requirements (Prerequisite: Classified Status) (9 Units)**

- SPED 681 Graduate Research in Special Education (3)
 SPED 682 Advanced Clinical Practicum in Special Education (pre-requisite or corequisite SPED 681) (3)
 SPED 683D Current Trends in Special Education (pre-requisite or corequisite SPED 681, 682) (3)

2. Advanced Specialization Course Requirements (9 units)

- SPED 561D Teaching Reading to Deaf and Hard of Hearing Pupils (3)
 SPED 565 Fundamentals of Teaching English to Deaf and Hard-of- Hearing Pupils (3)
 SPED 566DHH Curriculum and Instruction in Special Education for Deaf and Hard-of-Hearing Pupils (3)

3. Concentration Area (9 units)

(Courses satisfying Level I requirements may not be included in the concentration area) Selected strands of graduate coursework, to be determined in consultation with advisor, which will expand student knowledge of exceptionality and core skills with complementary content from related areas of study.

4. Culminating Experience (3 Units)

- SPED 697 Directed Comprehensive Studies (3)
 or SPED 698 Thesis or Graduate Project (3)

B. Early Childhood Special Education Master's Requirements (30 units)**1. Core Requirements (Prerequisite: classified status) (9 Units)**

- SPED 681 Graduate Research in Special Education (3)
 SPED 682 Advanced Clinical Practicum in Special Education (3)
 SPED 683EC Current Trends in Special Education (3)

2. Advanced Specialization Course Requirements (6 units)

- SPED 611 Collaborating to Meet the Needs of Special Populations (3)
 or SPED 612/L Design and Delivery of Indirect Services in Special Education (3)
 SPED 655 Theoretical and Empirical Bases of Education of Learners with Autism (3)

3. Concentration Area (9 units) (Courses satisfying Level I requirements may not be included in the concentration area)

Selected strands of graduate coursework, to be determined in consultation with advisor, which will expand student knowledge of exceptionality and core skills with complementary content from related areas of study.

4. Culminating Experience (3 Units)

- SPED 697 Directed Comprehensive Studies (3)
 or SPED 698C Thesis or Graduate Project (3)

C. Educational Therapy Master's Requirements (36 Units)**1. Core Courses (9 Units) (Prerequisite: Classified Status)**

- SPED 681 Graduate Research in Special Education (3)
 SPED 682 Advanced Clinical Practicum in Special Education (pre-requisite or co-requisite SPED 681) 3
 SPED 683 Current Trends in Special Education (pre-requisite or co-requisite SPED 681, 682) (3)

2. Advanced Specialization Course Requirements (15 Units)

- SPED 673 Principles of Educational Therapy for Individuals with Exceptional Needs (3)
 SPED 671 Advanced Study of Literacy Problems (pre-requisite SPED 670) (3)
 SPED 672 Advanced Assessment (pre-requisite SPED 620, pre-requisite or co-requisite SPED 671) (3)
 SPED 676 Clinical Case Management (pre-requisites SPED 673, 671, 672) (3)
 SPED 679 Internship in Educational Therapy (pre-requisites SPED 673, 671, 672, 676) (3-6)

3. Concentration Area (9 units) (Courses satisfying Level I requirements may not be included in the concentration area)

- SPED 611 Collaborating to Meet the Needs of Special Populations (3)
 SPED 620 Assessment and Evaluation in Special Education (3)
 SPED 670 Reading Processes (3)

4. Culminating Experience (3 units)

- SPED 697 Directed Comprehensive Studies (3)
 or SPED 698 Thesis or Graduate Project (3)

D. Mild/Moderate Disabilities Master's Requirements (30 Units)**1. Core Courses (Prerequisite: classified status) (9 Units)**

- SPED 681 Graduate Research in Special Education (3)
 SPED 682 Advanced Clinical Practicum in Special Education (3)
 SPED 683 Current Trends in Special Education (3)

2. Advanced Specialization Course Requirements (9 Units)

- SPED 611 Collaborating to Meet the Needs of Special Populations (3)
 SPED 620 Assessment and Evaluation in Special Education (3)
 SPED 670 Reading Processes (3)

3. Concentration Area (9 units) (Courses satisfying Level I requirements may not be included in the concentration area)

Selected strands of graduate coursework, to be determined in consultation with advisor, which will expand student knowledge of exceptionality and core skills with complementary content from related areas of study.

4. Culminating Experience (3 units)

- SPED 697 Directed Comprehensive Studies (3)
 or SPED 698 Thesis or Graduate Project (3)

Preliminary Education Specialist Credential (Level I) Programs

The Preliminary Education Specialist Teaching Credential (Level I) is offered in four specializations:

A. Deaf/Hard of Hearing (DHH), designed for individuals interested in teaching in the deaf and hard-of-hearing area and authorizes service to individuals ages birth to 22.

B. Early Childhood Special Education (ECSE), designed for individuals interested in children birth to pre-kindergarten with mild, moderate, severe, or multiple disabilities and their families.

C. Mild/Moderate Disabilities (MM), designed for individuals interested in teaching K-12 students with specific learning disabilities, mild to moderate mental retardation, other health impairments, and emotional disturbance and authorizes service in grades K-12 and in classes organized primarily for adults through age 22.

D.Moderate/Severe Disabilities (MS), designed for individuals interested in teaching K-12 students with severe autism, multiple impairments, moderate to severe intellectual impairment, deafblindness and emotional disturbance and authorizes service in grades K-12 and in classes organized primarily for adults through age 22.

Candidates are provided the following alternative pathways to pursue a preliminary credential.

1. **The Traditional Program** (DHH, ECSE, MM, MS) is designed primarily as a post B.A. program for candidates in non-teaching or teaching positions interested in flexible scheduling.
2. **The Intern Program** (DHH, MM, MS), a post B.A. two-year Program (including summers), is designed for teachers who have an intern credential and are hired in a cooperating school district. Interns progress through the program as a cohort. Interns must take a minimum of 6 units each semester including three units of the SPED 506 Intern Practicum/Seminar. Interns receive classroom support and mentorship throughout the program by University and district personnel. Contact Tamarah Ashton at 818-677-4869 or tamarah.ashton@csun.edu for Intern Program advisement. Candidates in the DHH, ECSE and MS areas must consult with an advisor in their area of specialization.
3. **The Accelerated Collaborative Teacher (ACT) Preparation Program** (DHH, MM, MS) is a post B.A. full-time two semester (MM), three semester (MS) or four semester (DHH) program. This program is offered collaboratively with District 2 in the Los Angeles Unified School District. Candidates begin the program fall semester and progress through the program as a cohort with courses offered at the DELTA Professional Development Center in District 2 and on the CSUN campus. The ACT Advisor, Nancy Burstein, can be contacted at (818) 677-2596 or nancy.burstein@csun.edu.
4. **The Integrated Teacher Education Program** (DHH, MM, MS), candidates begin as freshmen or enter the two-year option as transfer students. Contact, Sue Sears at (818) 677-2552 or sue.sears@csun.edu for more information.

A. Deaf and Hard of Hearing Preliminary Education Specialist Credential Program Requirements

Must meet admission requirements as described in the Credential section in this Catalog. The DHH Specialist Credential is offered through all four pathways: Traditional, Accelerated, Internship and ITEP.

1. Traditional Education Specialist Credential Program in Deaf and Hard-of-Hearing with an English Learner Authorization (50-51 Units)

Foundational Coursework

SPED 400	Introduction to Special Education (3)
SPED 401C	Inclusive Education (2)
SPED 402A	Behavioral Assessment and Positive Behavior Support (3)
SPED 535	Working with Families with Young Children with Disabilities: A Transdisciplinary Approach (3)

General Education Methods

EED 520	Teaching Reading in the Elementary School (3)
EED 565M	Mathematics Curriculum and Methods (2)

Select one of the following courses:

EED 565S	Science Curriculum and Methods (2)
or EED 575	Integrated Social Studies/Arts Curriculum and Methods (3)
or SED 525	Methods in Single Subject Area (3)

DHH Specialization

DHH specialization courses are taught in ASL. It is strongly recommended that students take the ASLPI and demonstrate sufficient ASL fluency prior to enrolling in DHH Specialization coursework.

SPED 403D	Early Field Experience (3) (pre/co requisite SPED 400; SPED 401C; SPED 402A)
SPED 504D	Teaching Diverse DHH Learners (3) (pre/co-requisite: DEAF 360; SPED 403D)
SPED 560	Assessment and Development of Language in Deaf and Hard-of-Hearing Pupils (3) (pre/co-requisite: DEAF 484; SPED 504D)
SPED 561D	Teaching Reading to Deaf and Hard-of-Hearing Pupils (3) (pre-requisite SPED 560; pre/co requisite EED 520; co-requisite SPED 565)
SPED 563	Audiology and Spoken English Development for Teachers of Deaf and Hard-of-Hearing Students (4) (pre/co-requisite: CD 410; SPED 560)
SPED 565	Fundamentals of Teaching English to Deaf and Hard-of-Hearing Pupils (3) (pre-requisite SPED 560; pre/co requisite EED 520; co-requisite SPED 561D)
SPED 566D	Curriculum and Instruction of Deaf and Hard-of-Hearing Students (3) (pre-requisite SPED 560; pre/co requisite EED 565M; EED 565S or EED 575 or SED 525; co- requisite SPED 566DL)
SPED 566DL	Curriculum and Instruction of Deaf and Hard of Hearing Students Lab (1) (pre-requisite SPED 560; pre/co requisite EED 565M; EED 565S or EED 575 or SED 525; co-requisite SPED 566D)

Requirements Prior to Student Teaching

Basic Skills and Subject Matter Requirement:

- Recommended option for individuals interested in teaching at the elementary level: Passage of CSET Multiple Subject Exam and CSET Writing Skills Exam or passage of a CSET Multiple Subject Exam and CBEST
- Recommended option for individuals interested in teaching at the secondary level: Passage of a CSET Single Subject Exam and CBEST or completion of approved subject matter program and passage of the CBEST
- Writing Proficiency: CBEST writing score of 41 or better or Upper Division Writing Proficiency Exam with a score of 10 or better or ENGL 305 or ENGL 406 or COMS 321
- Passing of American Sign Language Proficiency Interview (ASLPI)
- Fingerprint Clearance
- Approval for student teaching
- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in professional education courses. A grade of C or better is required in all courses.
- Submission of Student Teaching Application and approval to student teach by Credential Office.

Prior to or Concurrent with SPED 580D Student Teaching

- Multicultural Requirement – One course (Category A, B or C) or AAS 417, ARMN 417, CHS 417, ELPS 417 or PAS 417 (3 units)

DHH Student Teaching

Application for student teaching is required in the semester prior to student teaching. (pre-requisite all credential courses except pre/co requisite SPED 535; SPED 563; or Multicultural requirement) Only one course may be completed concurrently with SPED 580D Student Teaching.

- SPED 580D Student Teaching and Seminar in Deaf and Hard-of-Hearing with a grade of B or better (6 units)

Other Program Requirements

- Bachelor's Degree from an accredited institution of higher education
- U.S. Constitution (course or exam)
- Passage of Reading Instruction Competence Assessment (RICA) or hold valid California Teaching Credential. Must hold valid California

Teaching Credential at the time of applying for this credential in order to be exempt from RICA. May be waived for prelingually deaf candidates.

- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in Professional Education courses. A grade of C or better is required in all Education Courses

2. Intern Educator Special Credential Program In Deaf and Hard-of-hearing With An English Learner Authorization (50-51 Units)

Must meet admission requirements as described in the credential section.

Foundational Coursework (Coursework Requirements Prior to or Concurrent with the Intern Program. A minimum of 6 units must be completed PRIOR to admission)

SPED	400	Introduction to Special Education (3)
SPED	401C	Inclusive Education (2)
SPED	402A	Behavioral Assessment and Positive Behavior Support (3)
PED	535	Working with Families with Young Children with Disabilities: A Transdisciplinary Approach (3)

General Education Methods

EED	520	Teaching Reading in the Elementary School (3)
EED	565M	Mathematics Curriculum and Methods (2)

Select one of the following courses:

EED	565S	Science Curriculum and Methods (2)
	or EED 575	Integrated Social Studies/Arts Curriculum and Methods (3)
	or SED 525	Methods in Single Subject Area (3)

DHH Specialization courses are taught in ASL. ASL fluency must be met prior to enrolling in DHH Specialization coursework.

Intern Program Requirements

DHH Specialization Coursework: DHH Specialization courses are taught without voice. It is strongly recommended that students take the ASLPI and demonstrate sufficient ASL fluency prior to enrolling in DHH Specialization coursework.

SPED	504D	Teaching Diverse DHH Learners (3) (pre/co-requisite: DEAF 360; SPED 403D)
SPED	560	Assessment and Development of Language in Deaf and Hard-of-Hearing Pupils (3) (pre/co-requisite: DEAF 484; SPED 504D)
SPED	561D	Teaching Reading to Deaf and Hard-of- Hearing Pupil (3) (pre-requisite SPED 560; pre/co requisite EED 520; co-requisite SPED 565)
SPED	563	Audiology and Spoken English Development for Teachers of Deaf and Hard-of-Hearing Students (4) (pre/co-requisite: CD 410; SPED 560)
SPED	565	Fundamentals of Teaching English to Deaf and Hard-of-Hearing Pupils (3) (pre-requisite SPED 560; pre/co requisite EED 520; co-requisite SPED 561D)
SPED	566D	Curriculum and Instruction of Deaf and Hard-of-Hearing Students (3) (pre-requisite SPED 560; pre/co requisite EED 565M; EED 565S or EED 575 or SED 525; co- requisite SPED 566DL)
SPED	566DL	Curriculum and Instruction of Deaf and Hard-of-Hearing Students Lab (1) (pre-requisite SPED 560; pre/co requisite EED 565M; EED 565S or EED 575 or SED 525; co-requisite SPED 566D)

Prior to 4th semester of SPED 506D

- Multicultural Requirement – One course (Category A, B or C) or AAS 417, ARMN 417, CHS 417, ELPS 417 or PAS 417) (3)
- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in Professional Education courses. A grade of C or better is required in all courses.

DHH Intern Field Experience

- SPED 506D Special Education Internship Field Experience (3 units per semester for total of 12 units with the 3rd and 4th semesters with a grade of “B” or better) Passage of the ASLPI is required prior to the 3rd semester of SPED 506D

Other Program Requirements

- Writing Proficiency: CBEST writing score of 41 or better or Upper Division Writing Proficiency Exam with a score of 10 or better or ENGL 305 or ENGL 406 or COMS 321.
- Passage of Reading Instruction Competence Assessment (RICA) or hold Valid California Teaching Credential (Must hold valid California Teaching Credential at the time of applying for this credential in order to be exempt from RICA.) May be waived for prelingually deaf candidates.
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses. A grade of C or better is required in all courses.

3. Accelerated Collaborative Teacher (Act) Preparation Program In Deaf and Hard of Hearing With An English Learner Authorization

Must meet admission requirements as described in the credential section.

Semester 1 (Fall) Required with SPED 579ACT Field Experience

ELPS	541A	Getting Started: Introduction to Teaching in Urban Schools (1)
SPED	541B	Getting Started: Introduction to Teaching in Urban Schools (1)
SPED	504D	Teaching Diverse Deaf and Hard-of-Hearing Learners (3)
SPED	560	Assessment and Development of Language in Deaf and Hard of Hearing Pupils (3)
EED	520	Teaching Reading in the Elementary School (3)
EED	515	Basic Technology Methods (2)
SPED	579ACT	Fieldwork with Exceptional Learners/Seminar (4)

Required Prior To SPED 580ACT: Advanced Fieldwork

- Passage of the CBEST
- Writing Proficiency: CBEST writing score of 41 or better or Upper Division Writing Proficiency Exam with a score of 10 or better or ENGL 305 or ENGL 406 or COMS 321

Basic Skills and Subject Matter Requirement:

Recommended option for individuals interested in teaching at the elementary level: Passage of CSET Multiple Subject Exam and CSET Writing Skills Exam or passage of a CSET Multiple Subject Exam and CBEST. Recommended option for individuals interested in teaching at the secondary level: Passage of a CSET Single Subject Exam and CBEST or completion of approved subject matter program and passage of the CBEST

- Fingerprint Clearance
- Passage of American Sign Language Proficiency Interview (ASLPI)
- Overall GPA of 2.75 since admission, with a cumulative GPA in professional education courses. A grade of C or better is required in all courses.
- Approval for student teaching

Semester 2 (Spring) Required Prior to SPED 580ACT:

Advanced Fieldwork

ELPS	542A	Meeting the Needs of All Students in Urban Schools (2)
SPED	542B	Meeting the Needs of All Students in Urban Schools (1)
SPED	402A	Behavioral Assessment and Positive Behavioral Support (3)
SPED	561D	Teaching Reading to Deaf and Hard-of-Hearing Pupils (3)

SPED	565	Fundamentals of Teaching English to Deaf and Hard-of-Hearing Pupils (3)
SPED	566D	Curriculum and Instruction of Deaf and Hard-of-Hearing Pupils (3)
SPED	566DL	Curriculum and Instruction of Deaf and Hard-of-Hearing Pupils Lab (3)

Semester 3 (Fall) Required Prior to SPED 580ACT.

Application for student teaching is required in the semester prior to student teaching. Advanced Fieldwork:

SPED	Elective (See Advisor) (3)
SPED	563 Audiology and Spoken English Development for Teachers of Deaf and Hard of Hearing Students (4)
SPED	580ACT Advanced Fieldwork with Exceptional Learners/Seminar (6)

Other Program Requirements

- Bachelor's Degree from an accredited institution of higher education
- U.S. Constitution (course or exam)
- Passage of Reading Instruction Competence Assessment (RICA) or hold Valid California Teaching Credential (Must hold valid California Teaching Credential at the time of applying for this credential in order to be exempt from RICA.)
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses. A grade of C or better is required in all courses.

4. Integrated Teacher Education Program (ITEP):

Deaf and Hard-of-Hearing. *See the Liberal Studies section of the Catalog.* Must meet admission requirements as described in the credential section.

B. Early Childhood Special Education (ECSE) (43 Units)**1. Traditional Education Specialist Credential Program In Early Childhood Special Education With An English Learner Authorization**

Must meet admission requirements as described in the credential section.

Pre or corequisites: Bachelor's Degree in Child Development or 12 units in approved Child Development or Early Childhood courses. Note that six units must be completed before the first semester student teaching assignment and nine units must be completed before the second semester student teaching assignment and no more than three units may be taken concurrently with either student teaching assignment.

Basic Requirements

SPED	431	Atypical Development of Young Children with Disabilities (3)
SPED	402A	Behavior Assessment and Positive Behavior Support (3)
FCS	491A	Family Environmental Sciences Projects (Early Fieldwork with Typical Preschoolers) (1)
SPED	532	ECSE Curriculum and Instruction (3)
SPED	535	Working with Families with Young Children with Disabilities: A Transdisciplinary Approach (3)
SPED	500	Early Communication and Literacy for Young Children with Disabilities (3)
EED	520	Teaching Reading in the Elementary School (3)

Prior to SPED 580EC Student Teaching and SPED 578 Infant/Toddler Student Teaching

- Basic Skills Requirement (Passage of the CBEST Exam or Passage of CSET: Multiple subject and CSET: Writing Skills Exam)
- Writing Proficiency (CBEST writing score of 41 or better or Upper Division Writing Proficiency Exam with a score of 10 or better or approved course: ENGL 305 or ENGL 406 or COMS 321 with "C" or better)

- Fingerprint Clearance
- Overall GPA of 2.75 since admission with a cumulative 3.0 GPA in professional education courses. A grade of C or better is required in all courses.

Prior to or not more than one of the following courses may be taken with SPED 580EC Student Teaching

See note under Pre- or Corequisites regarding Child Development courses
SPED 536 Methods: Motor and Adaptive Skills (3)
SPED 520EC Assessment and Evaluation in ECSE (3)
SPED 537 Methods for Very Young Children with Multiple Disabilities: Sensory Impairments (3)
SPED 581 Augmentative and Alternative Communication (3)

Concurrent with SPED 578 Student Teaching

SPED 538 Transdisciplinary Teaming in Early Intervention (2)
SPED 539 IFSP and IEP Development for Young Children with Disabilities (1)

Student Teaching

SPED 580EC Advanced Specialist Fieldwork in Early Childhood Special Education with a grade of B or better (6)
SPED 578 Fieldwork in Early Childhood Special Education: Infant/Toddler with a grade of B or better (3)

A student teaching application must be submitted for SPED 580EC and another student teaching application for SPED 578. An application should be submitted at the beginning of the fall semester for a spring student teaching assignment and at the beginning of the spring semester for a summer or fall student teaching assignment. Two separate applications should be submitted for summer and fall student teaching assignments.

Other Program Requirements

- Bachelor's Degree from an accredited institution of higher education
- U.S. Constitution (Course or Exam)
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses. A grade of C or better is required in all courses.

2. Intern Education Specialist Credential Program In Early Childhood Special Education With An English Learner Authorization

Must meet admission requirements as described in the credential section.

The Intern Program is a post BA two-year Program (including summers) designed for teachers who are eligible for an intern credential and are hired in a cooperating school district. Interns progress through the program as a cohort, must take a minimum of 6 units each semester that include 3 units SPED 506 intern practicum/seminar for three semesters and receive classroom support and mentorship throughout the program by university and district personnel.

Prior to or Concurrent with SPED 506bEC (2nd semester)

SPED 402A Behavioral Assessment and Positive Behavior Support (3 units)
SPED 431 Atypical Development of Young Children with Disabilities (3 units)
SPED 532 Curriculum and Instruction in ECSE (3 units)
SPED 535 Working with Families with Young Children with Disabilities (3 units)
SPED 536 ECSE Methods: Motor and Adaptive Skills (3 units)
SPED 506aEC Special Education Internship Field Experience (3 units)

Courses Required Prior or concurrent with SPED 506c**EC (4th semester)**

- FCS 491A Family Environmental Sciences Projects (Early fieldwork with typical preschoolers) (1 unit)

SPED 500	Early Communication and Literacy for Young Children with Disabilities (3 units)
SPED 520EC	Assessment and Evaluation in ECSE (3 units)
SPED 581	Augmentative and Alternative Communication (3 units)
SPED 537	Methods for Young Children with Multiple Disabilities: Sensory Impairments (3 units)
SPED 506B EC	Special Education Internship Field Experience (3 units – 2nd semester)

Other Requirements Prior to SPED 506c EC (4th semester)

- Writing Proficiency (CBEST writing score of 41 or better or Upper Division Writing Proficiency Exam with a score of 10 or better or ENGL 305 or ENGL 406 or COMS 321)
- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in Professional Education courses. A grade of C or better is required in all courses.
- If undergraduate degree is NOT in child development, then 12 units of approved coursework in child development and early childhood curriculum is required
- EED 520 Teaching reading in the elementary school (3 units)

Other Requirements taken during the second summer

SPED 538	Transdisciplinary Teaming in ECSE (2 units)
SPED 539	IEP/IFSP Development (1 unit)
SPED 578	Fieldwork in ECSE: Infant/toddler (3 units)

if not employed in early intervention setting or SPED 580EC Advanced specialist fieldwork in ECSE: Preschool/Pre K (3 units) if not employed with program serving preschoolers/Pre K with disabilities

Required for the Credential

- SPED 506cEC Practica/Seminar with a grade of B or better (3 units – 4th semester)
- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in Professional Education courses. A grade of C or better is required in all courses.

C. Mild/moderate Disabilities (MM) Specialist Program

1. Traditional Education Specialist Program In Mild/Moderate Disabilities With An English Learner Authorization (38-39 Units)

Must meet admission requirements as described in the credential section.

Courses Required Prior To or Concurrent with SPED 403MM

SPED 400	Introduction to Special Education (3)
SPED 401C	Inclusive Education (2)
SPED 401CL	Inclusive Education Lab (1)
SPED 504MM	Teaching Diverse Learners with Mild/Moderate Disabilities (3)

Courses Required Prior To SPED 580mm Student Teaching

SPED 403MM	Early Field Experience (72 hours of Fieldwork and Seminar) (3) (Pre/co-requisites SPED 400, 401C/L, 504MM)
EED 520	Teaching Reading in the Elementary School (3)
EED 577	Language Arts/ESL Instruction (3)
or SED 525ESL	Methods of Teaching ESL (3)
SPED 402A	Behavior Assessment and Positive Behavioral Support (3)
SPED 505MM	Curriculum and Instruction for Diverse Learners with Mild/Moderate Disabilities (3) (Pre/co-requisites SPED 400, 401C/L, 504MM, 403MM, EED 520)
SPED 509MM	Introduction to Assessment of Diverse Learners with Mild/Moderate Disabilities (3) (Pre/co-requisites SPED 400, 401C/L, 504MM, 403MM)

Other Requirements Prior to SPED 580MM Student Teaching

Basic Skills and Subject Matter Requirement:

Recommended option for individuals interested in teaching at the elementary level: Passage of CSET Multiple Subject Exam and CSET

Writing Skills Exam or passage of a CSET Multiple Subject Exam and CBEST.

Recommended option for individuals interested in teaching at the secondary level: Passage of a CSET Single Subject Exam and CBEST or completion of approved subject matter program and passage of the CBEST

- Writing Proficiency (CBEST writing score of 41 or better or Upper Division Writing Proficiency Exam with a score of 10 or better or ENGL 305 or ENGL 406 or COMS 321)
- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in Professional Education Courses (a grade of C or better is required in all courses)
- Fingerprint Clearance
- Submission of Student Teaching Application and approval to student teach by Credential Office. (Application for student teaching is required in the semester prior to student teaching.)

Required Prior to or Concurrent with SPED 580MM Student Teaching (Only one course may be completed concurrently with SPED 580MM)

EED 565M	Mathematics Curriculum and Methods (2)
or SED 525	Methods of Teaching Single Subject (3)
Multicultural requirement (Category A, B, or C) or AAS/ARMN/CHS/ELPS/PAS 417 (3)	

Required Prior To Applying for the Credential

- | | |
|------------|--|
| SPED 580MM | Student Teaching and Seminar in Mild/Moderate Disabilities with a grade of "B" or better (6) |
|------------|--|
- Bachelor's Degree from an accredited institution of higher education
 - U.S. Constitution (course or exam)
 - Passage of Reading Instruction Competence Assessment (RICA) or hold Valid California Teaching Credential (Must hold valid California Teaching Credential at the time of applying for this credential in order to be exempt from RICA.)
 - Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses. A grade of C or better is required in all courses.

2. Intern Education Specialist Program In Mild/Moderate Disabilities With An English Learner Authorization (41-42 Units)

Must meet admission requirements as described in the credential section.

Semester 1

EED 520	Teaching Reading in the Elementary School (3)
SPED 506MM	SPED Field Exp/Seminar (1st semester) (3)

Semester 2

EED 577	Language Arts/ESL Instruction (3)
or SED 525ESL	Methods of Teaching ESL (3)
SPED 401C	Inclusive Education (2)
SPED 401CL	Inclusive Education Lab (1)
SPED 506MM	SPED Field Exp/Seminar (2nd semester) (3)

Summer 1

SPED 400	Introduction to Special Education (3)
SPED 504MM	Teaching Diverse Learners with MM Disabilities (3)

Semester 3

SPED 402A	Behavior Assessment and Positive Behavioral Support (3)
SPED 509MM	Intro to Assessment of Diverse Students MM Disabilities (3) (Pre-requisites SPED 400, 401C/L, 504MM)
SPED 506MM	SPED Field Exp/Seminar (3rd semester) (3)

Other Requirements Prior to SPED 506MM (4th semester)

- Writing Proficiency (CBEST writing score of 41 or better or Upper Division Writing Proficiency Exam with a score of 10 or better or

ENGL 305 or ENGL 406 or COMS 321)

- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in Professional Education courses. A grade of C or better is required in all courses.

Semester 4

EED 565M Mathematics Curriculum and Methods (2 units)
or SED 525 Methods of Teaching Single Subject (3)
SPED 505MM Curr/Instr Diverse Learners MM Disabilities (3)
(*Pre-requisites SPED 400, 401C/L, 504MM, EED 520*)
SPED 506MM SPED Field Exp/Seminar (4th semester) (3)

Summer 2

- Multicultural Requirement – One course (Category A, B or C) or AAS 417, ARMN 417, CHS 417, ELPS 417 or PAS 417) (3)
- Passage of Reading Instruction Competence Assessment (RICA) or hold Valid California Teaching Credential (Must hold valid California Teaching Credential at the time of applying for this credential in order to be exempt from RICA.)

3. Accelerated Collaborative Teacher (Act) Education Specialist Program In Mild/moderate Disabilities With An English Learner Authorization (37-39 Units)

Must meet admission requirements as described in the credential section.

Semester 1 (Fall) Required With SPED 579 Act Field Experience

ELPS 541A Getting Started: Introduction to Teaching in Urban Schools (1)
SPED 541B Getting Started: Introduction to Teaching in Urban Schools (1)
SPED 577ACT Foundations of Special Education (2)
SPED 504MM Teaching Diverse Learners with Mild/Moderate Disabilities (3)
EED 520 Teaching Reading in the Elementary School (3)
EED 577 Language Arts and ESL Instruction (3)
EED 565M Mathematics Curriculum and Methods (2)
EED 515 Basic Technology Methods (optional) (2)
SPED 579ACT ACT Fieldwork with Exceptional Learners/Seminar (4)

Required Prior To SPED 580ACT: Advanced Fieldwork

Basic Skills and Subject Matter Requirement:

Recommended option for individuals interested in teaching at the elementary level: Passage of CSET Multiple Subject Exam and CSET Writing Skills Exam or passage of a CSET Multiple Subject Exam and CBEST

Recommended option for individuals interested in teaching at the secondary level: Passage of a CSET Single Subject Exam and CBEST or completion of approved subject matter program and passage of the CBEST

- Writing Proficiency (CBEST writing score of 41 or better or Upper Division Writing Proficiency Exam with a score of 10 or better or ENGL 305 or ENGL 406 or COMS 321)
- Fingerprint Clearance
- Approval for student teaching
- Overall GPA of 2.75 since admission, with cumulative GPA in professional education courses. A grade “C” or better is required in all courses.

Semester 2 (Spring) Required Prior to SPED 580ACT:

Advanced Fieldwork (Application for student teaching is required in the semester prior to student teaching.)

ELPS 542A Meeting the Needs of All Students in Urban Schools (2)
SPED 542B Meeting the Needs of All Students in Urban Schools (1)

SPED 402A Behavioral Assessment and Positive Behavioral Support (3)
SPED 505MM Curriculum and Instruction for Diverse Learners with Mild/Moderate Disabilities (3)
SPED 509MM Assessment to Assessment of Diverse Learners with Mild/Moderate Disabilities (3)
SPED 580ACT Advanced Fieldwork with Exceptional Learners/ Seminar with a grade of “B” or better (6)

Other Program Requirements

- Bachelor’s Degree from an accredited institution of higher education U.S. Constitution (course or exam)
- Passage of Reading Instruction Competence Assessment (RICA) or hold Valid California Teaching Credential (Must hold valid California Teaching Credential at the time of applying for this credential in order to be exempt from RICA.)
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses. A grade of C or better is required in all courses.

4. Integrated Teacher Education Program (ITEP):

For Mild/Moderate Disabilities program see the Liberal Studies section of the Catalog. Must meet admission requirements as described in the credential section.

D. Preliminary Education Specialist Credential Program in Moderate/severe Disabilities Requirements

1. Traditional Education Specialist Program In Moderate/severe Disabilities With An English Learner Authorization (38-42)

Must meet admission requirements as described in the credential section.

Prior to or Concurrent with SPED 403MS

SPED 400 Introduction to Special Education (3)
SPED 401C Inclusive Education (2)
SPED 402A Behavioral Assessment and Positive Behavioral Support (3)
SPED 504MS Teaching Diverse Learners with Moderate/Severe Disabilities (3)

Courses Required Prior to SPED 580MS: Student Teaching

SPED 403MS Early Field Experience (3)
(*Pre-requisites SPED 400, 401C, 402A and 504MS*)
EED 520 Teaching Reading in the Elementary School (3)
EED 577 Language Arts/ESL Instruction (3)
SPED 505MS Curriculum and Instruction for Diverse Learners with Moderate/Severe Disabilities (3) (*Pre-requisites SPED 400, 401C, 402A and 504MS*)

Other Requirements Prior to SPED 580MS Student Teaching

Basic Skills and Subject Matter Requirement:

Recommended option for individuals interested in teaching at the elementary level: Passage of CSET Multiple Subject Exam and CSET Writing Skills Exam or passage of a CSET Multiple Subject Exam and CBEST.

Recommended option for individuals interested in teaching at the secondary level: Passage of a CSET Single Subject Exam and CBEST or completion of approved subject matter program and passage of the CBEST

- Writing Proficiency (CBEST writing score of 41 or better or Upper Division Writing Proficiency Exam with a score of 10 or better or ENGL 305 or ENGL 406 or COMS 321)
- Fingerprint Clearance
- Approval for student teaching
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses. A grade of C or better is required in all courses.

- Application for student teaching is required in the semester prior to student teaching.

Prior to or Concurrent with SPED 580MS Student Teaching (Only one course from the list below may be completed concurrently with SPED 580MS)

- SPED 581 Augmentative and Alternative Communication (3)
 EED 565M Mathematics Curriculum and Methods (2)
 SPED Elective (SPED 640, SPED 642, SPED 652, SPED 655, SPED 505MM) (3)

Multicultural requirement (Category A, B, or C)
 or AAS/ARMN/CHS/ELPS/PAS 417 (3)

Other Program Requirements

- SPED 580MS Student Teaching and Seminar in Moderate/Severe Disabilities with a “B” or better (6)

Bachelor’s Degree from an accredited institution of higher education

- U.S. Constitution (course or exam)
- Passage of Reading Instruction Competence Assessment (RICA) or hold Valid California Teaching Credential (Must hold valid California Teaching Credential at the time of applying for this credential in order to be exempt from RICA.)
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses. A grade of C or better is required in all courses.

2. Intern Moderate/severe Disabilities Program (40 Units)

Must meet admission requirements as described in the credential section.

Year 1: Early Fieldwork

Prior to or Concurrent with 1st and 2nd Semester of SPED 506MS and Prerequisite to 3rd Semester of SPED 505MS

- SPED 400 Introduction to Special Education (3)
 SPED 401C Inclusive Education (2)
 SPED 402A Behavioral Assessment and Positive Behavioral Support (3)
 SPED 504MS Teaching Diverse Learners with Moderate/Severe Disabilities (3)
 EED 520 Teaching Reading in the Elementary School (3)
 EED 565M Mathematics Curriculum and Methods (2)
 SPED 506MS Special Education Internship Field Experience (1st semester). (3)
 SPED 506MS Special Education Internship Field Experience (2nd semester) (3)

Year 2: Student Teaching

Prior to or Concurrent with 3rd Semester of SPED 506MS and Prerequisite to 4th semester of SPED 506MS.

- EED 577 Language Arts/ESL Instruction (3)
 SPED 505MS Curriculum and Instruction for Diverse Learners with Moderate/Severe Disabilities (3)

Multicultural requirement (Category A, B, or C) or AAS/ARMN/CHS/ELPS/PAS 417 (3)

- SPED 506MS Special Education Internship Field Experience (3)
(3rd semester with a grade of B or better)

Overall GPA of 2.75 since admission with cumulative 3.0 GPA in Professional Education courses. A grade of C or better is required in all courses.

Other Requirements Prior to or Concurrent with 4th Semester of SPED 506MS

- SPED 581 Augmentative and Alternative Communication (3)
 SPED Elective (SPED 640, SPED 642, SPED 652, SPED 655, SPED 505MM) (3)
 SPED 506MS Special Education Internship Field Experience(3)
(4th semester with a grade of B or better)

Other Program Requirements

- Writing Proficiency: CBEST writing score of 41 or better or Upper Division Writing Proficiency Exam with a score of 10 or better or ENGL 305 or ENGL 406 or COMS 321
- Passage of Reading Instruction Competence Assessment (RICA) or hold Valid California Teaching Credential (Must hold a valid California Teaching Credential at the time of applying for this credential in order to be exempt from RICA.)
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses. A grade of C or better is required in all courses.

3. Accelerated Collaborative Teacher (Act) Educator Specialist Program In Moderate/severe Disabilities With An English Learner Authorization (40 Units)

Must meet admission requirements as described in the credential section.

Semester 1 (Fall) Required with SPED 579ACT Field Experience

- ELPS 541A Getting Started: Introduction to Teaching in Urban Schools (1)
 SPED 541B Getting Started: Introduction to Teaching in Urban Schools (1)
 SPED 577ACT Foundations of Special Education (2)
 SPED 504MS Teaching Diverse Learners with Moderate/Severe Disabilities (3)
 SPED 402A Behavioral Assessment and Positive Behavioral Support (3)
 EED 520 Teaching Reading in the Elementary School (3)
 EED 577 Language Arts and ESL Instruction (3)
 SPED 579ACT ACT Fieldwork with Exceptional Learners/Seminar (4)

Required Prior To SPED 580act: Advanced Fieldwork

Basic Skills and Subject Matter Requirement:

Recommended option for individuals interested in teaching at the elementary level: Passage of CSET Multiple Subject Exam and CSET Writing Skills Exam or passage of a CSET Multiple Subject Exam and CBEST.

Recommended option for individuals interested in teaching at the secondary level: Passage of a CSET Single Subject Exam and CBEST or completion of approved subject matter program and passage of the CBEST

- Writing Proficiency (CBEST writing score of 41 or better or Upper Division Writing Proficiency Exam with a score of 10 or better or ENGL 305 or ENGL 406 or COMS 321)
- Fingerprint Clearance
- Approval for student teaching
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses. A grade of C or better is required in all courses.
- Application for student teaching is required in the semester prior to student teaching.

Semester 2 (Spring) Required Prior to SPED 580ACT:

Advanced Fieldwork

- ELPS 542A Meeting the Needs of All Students in Urban Schools (2)
 SPED 542B Meeting the Needs of All Students in Urban Schools (1)
 SPED 505MS Curriculum and Instruction for Diverse Learners with Moderate/Severe Disabilities (3)

Must take as a Level II requirement, spring only class SPED 581 Augmentative and Alternative Communication (3)

Semester 3 (Fall) Prior to or Current with SPED 580MS Student

Teaching (Only one of the following course(s) may be completed concurrently with SPED 580MS)

- EED 565M Mathematics Curriculum and Methods (2)
 SPED Elective (SPED 640, SPED 642, SPED 652, SPED 655, SPED 505MM) (3)
 SPED 580MS Student Teaching and Seminar in Moderate/Severe Disabilities with a grade of "B" or better (6)

Other Program Requirements

- Bachelor's Degree from an accredited institution of higher education
- U.S. Constitution (course or exam)
- Passage of Reading Instruction Competence Assessment (RICA) or hold Valid California Teaching Credential (Must hold valid California Teaching Credential at the time of applying for this credential in order to be exempt from RICA.)
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses. A grade of C or better is required in all courses.

4. Integrated Teacher Education Program (Itep): For Moderate/severe Disabilities Program, See *The Liberal Studies Section of The Catalog*. Must meet admission requirements as described in the credential section.

Professional Level II Education Specialist Credential Programs

Level II is designed for candidates seeking a Professional Clear Level II Education Specialist Credential who hold a valid Preliminary Level I Education Specialist Credential and are employed as teachers in the specialization area of their credential. The program leads to completion of a Professional Clear Level II Education Specialist Credential with specialization areas in Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, and Early Childhood Special Education. A Professional Clear Level II Education Specialist Credential program includes a two-year induction period and must be completed within five years of the date of issuance of the Preliminary Level I Credential. The Education Specialist Level II Credential is designed to assist new teachers in the application of their Preliminary Level I preparation to the demands of professional positions while also fostering advanced skills and knowledge. In accordance with the California Commission on Teacher Credentialing (CCTC), the Level II program includes academic requirements, an individualized induction plan within a support component, and an option to allow some requirements to be met with non-university activities.

The purpose of the Level II Program is to provide a mechanism for the successful induction of a new professional. This requires collaboration and shared responsibility among the candidate, university advisor and the employer-designated support provider. The emphasis of the professional preparation program is to move special educators beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about their role in providing effective instruction and an environment for student success. Research on teacher education indicates that a successful induction program supports teacher retention and improves job satisfaction. Procedures for admission are conducted through the Credential Office.

A. Deaf and Hard of Hearing Professional Level II Credential Requirements

Induction and Support

- SPED 628DHH Induction and Support (3)
 The course must be taken the first semester of the program. 12 units of SPED 506 may be used as an equivalency.

Specialized Standards (Equivalents may include non-IHE activities) (9 units)

- SPED 695D Working with Very Young Deaf and Hard of Hearing Children and their Families (3)

- SPED 624 Teaching English Learners with Disabilities (3)

Advancement of Personal Communication Skills (See advisor)

Involvement with Deaf Community (See advisor)

Individualized Requirements

Determined in collaboration with employer designated support provider and CSUN faculty advisor. May include electives or non-IHE activities.

Assessment of Professional Competence

- SPED 629DHH Assessment of Professional Competence (3)
 This course provides a mechanism for a final assessment of the candidate's competence in individually targeted areas appearing on the Professional Level II Education Specialist Credential Induction Program. This course must be taken in the last semester of the program.

Additional State Requirements

- **Health:** (HSCI 396 or 435 or 496ADO or 496TH)
- Valid Cardiopulmonary Resuscitation (CPR) certificate that covers infant, child, and adult CPR skills. On-line certification is not acceptable.
- **Technology:** SPED 595T (preferred) or EED 513, or EED 515 or EED 602 or SED 514
- **GPA:** Overall GPA of 2.75 since admission with cumulative 3.0 GPA in Professional Education courses. A grade of C or better is required in all courses.

B. Early Childhood Special Education Professional Level II Credential Requirements

Induction and Support

- SPED 628EC Induction and Support (3)
 This course must be taken the first semester of the program.

Specialized Standards

- Equivalents may include non-IHE activities (9 units)
 SPED 611 Collaborating to Meet the Needs of Special Populations (3)
 or SPED 612/L Design and Delivery of Indirect Services (3)
 SPED 624 Teaching English Learners with Disabilities (3)
 SPED 683EC Current Trends in Early Childhood Special Education (3)

Individualized Requirements

Determined in collaboration with employer designated support provider and faculty advisor. May include electives or non-IHE activities.

Assessment of Professional Competence

- SPED 629EC Assessment of Professional Competence (3)
 This course provides a mechanism for a final assessment of the candidate's competence in individually targeted areas appearing on the Professional Level II Education Specialist Credential Induction Program. This course must be taken in the last semester of the program.

Additional State Requirements

- **Health:** (HSCI 396 or 435 or 496ADO or 496TH)
- Valid Cardiopulmonary Resuscitation (CPR) certificate that covers infant, child, and adult CPR skills. On-line certification is not acceptable.
- **Technology:** SPED 595T (preferred) or EED 513, or EED 515 or EED 602 or SED 514
- **GPA:** Overall GPA of 2.75 since admission with cumulative 3.0 GPA in Professional Education courses. A grade of C or better is required in all courses.

C. Mild/Moderate Disabilities Professional Level II Credential Requirements

Induction and Support

- SPED 628MM Induction and Support (3)
 The course must be taken the first semester of the program. 12 units of SPED 506 may be used as an equivalency.

Specialized Standards

Candidates select either the Emotional Disturbance or Learning Specialist Strand. Equivalents may include non-IHE activities.

Emotional Disturbance Specialist Strand (12 Units)

SPED	611	Collaborating to Meet the Needs of Special Populations (3)
SPED	624	Teaching English Learners with Disabilities (3)
SPED	652	Educating Children with Emotional Disturbance (3)
SPED	695A	Advanced Behavior Management for Learners with Emotional Disturbance (3)

or **Learning Specialist Strand (12 Units)**

SPED	611	Collaborating to Meet the Needs of Special Populations (3)
SPED	624	Teaching English Learners with Disabilities (3)
SPED	620	Assessment and Evaluation in Special Education (3)
SPED	670	Reading Processes (3)

Individualized Requirements

Determined in collaboration with employer designated support provider and faculty advisors. May include electives or non- Institutions of Higher Education (IHE) activities.

Assessment of Professional Competence

SPED 629MM Assessment of Professional Competence (3)
This course provides a mechanism for a final assessment of the candidate's competence in individually targeted areas appearing on the Professional Level II Education Specialist Credential Induction Program. This course must be taken in the last semester of the program.

Additional State Requirements

1. **Health:** (HSCI 396 or 435 or 496ADO or 496TH)
2. Valid Cardiopulmonary Resuscitation (CPR) certificate that covers infant, child, and adult CPR skills. On-line certification is not acceptable.
3. **Technology:** SPED 595T (preferred) or EED 513, or EED 515 or EED 602 or SED 514
4. **GPA:** Overall GPA of 2.75 since admission with cumulative 3.0 GPA in Professional Education courses. A grade of C or better is required in all courses.

D. Moderate/Severe Disabilities Professional Level II Credential Requirements**Induction and Support**

SPED 628MS Induction and Support (3)
The course must be taken the first semester of the program. 12 units of SPED 506 may be used as an equivalency.

Specialized Standards (12 Units)

(equivalents may include non-IHE activities) (9 units)

SPED	695A	Advanced Behavior Management for Learners with Emotional Disturbance (3)
SPED	622	Career Education for Learners with Special Needs (3)
SPED	611	Collaborating to Meet the Needs of Special Populations (3)
<i>or</i> SPED 624 Teaching English Learners with Disabilities (3)		

Individualized Requirements

Determined in collaboration with employer designated support provider and faculty advisors. May include electives or non-IHE activities.

Assessment of Professional Competence

SPED 629MS Assessment of Professional Competence (3)
This course provides a mechanism for a final assessment of the candidate's competence in individually targeted areas appearing on the Professional Level II Education Specialist Credential Induction Program. This course must be taken in the last semester of the program.

Additional State Requirements**Individualized Requirements**

Determined in collaboration with employer designated support provider and faculty advisors. May include electives or non-IHE activities.

- **Health:** (HSCI 396 or 435 or 496ADO or 496TH)
- Valid Cardiopulmonary Resuscitation (CPR) certificate that covers infant, child, and adult CPR skills. On-line certification is not acceptable.
- **Technology:** SPED 595T (preferred) or EED 513, or EED 515 or EED 602 or SED 514
- **GPA:** Overall GPA of 2.75 since admission with cumulative 3.0 GPA in Professional Education courses. A grade of C or better is required in all courses.

Certificate Programs

Contact the Department office at (818) 677-2596 for more information about the following certificate programs.

The Resource Specialist Certificate (RSP) is designed for experienced educators who have a Special Education Specialist Credential, and wish to qualify for positions as Resource Specialists. This entails working with students with special needs who receive part of their education in general education, and collaborating with general education teachers in serving these students. This credential is only available to teachers who hold a Learning Handicapped, Severely Handicapped, or Communication Handicapped Credential. Contact Department for program requirements.

Educational Therapy (Et) Post M.A. Certificate:

The ET Post M.A. Certificate Program, designed in collaboration with the Association of Educational Therapy (AET), provides M.A. students an opportunity to develop expertise and professional skills related to educational therapy. Completion of the Certificate Program, which includes courses and field experience, leads to the award of the Certificate of Advanced Study in Educational Therapy. The program combines educational and therapeutic approaches for evaluation, remediation, case management, and communication/advocacy on behalf of children, adolescents and adults with learning disabilities or learning problems. Graduates of the certificate program meet the academic course requirements to achieve AET's associate professional level of membership. Moreover, 100 supervisory hours for the professional level of membership are met by the internship, the culminating experience in the certificate program.

Prerequisites:

1. Completion of a M.A. program in Education or other related fields as approved by the Certificate Program Coordinator.
2. Minimum of two years of experience in the field of education
3. Education Specialist Level I Credential or pre-requisites determined by the ET Coordinator that are required for Level I. (e.g., SPED 400 or 401C, EED 520, SPED 504MM, 505MM, 620, 670 or equivalencies)
4. Minimum 3.0 GPA in MA

Requirements for the Certificate: The Certificate requires a minimum of 15-18 units of coursework and field experience.

SPED	673	Principles of Educational Therapy for Individuals with Exceptional Needs (3)
SPED	671	Advanced Study of Literacy Problems (pre-requisite SPED 670 (3))
SPED	672	Advanced Assessment (pre-requisite SPED 620, pre-requisite or co-requisite SPED 671 (3))
SPED	676	Clinical Case Management (pre-requisites SPED 673, 671, 672 (3))
SPED	679	Internship in Educational Therapy (pre-requisites SPED 673, 671, 672, 676 (3-6))

Certificate in Early Childhood

A university certificate designed for post bachelor's students with a concentration of 18 units of selected coursework in the Early Childhood Special Education credential program. Provides interdisciplinary training to holders of Bachelor's degrees in one of the disciplines involved in providing early intervention services.

Prerequisite (3 units):

SPED 431 Atypical development of young children with disabilities (3)

Core (12 units):

SPED 520EC Assessment and evaluation in early childhood special education (3)
 SPED 535 Working with families of young children with disabilities (3)
 SPED 500 Communication and early literacy development of young children with disabilities (3)
 SPED 578 Infant/Toddler fieldwork in early intervention (3)
 or SPED 580EC Preschool fieldwork with preschoolers who have IEPs (3)

Note: Fieldwork requires proof of TB and fingerprint clearance

Electives (3 units)

SPED 402A Behavioral assessment and positive behavior support (3)
 SPED 532 Curriculum and methods for working with young children with disabilities (3)
 SPED 536 Methods for young children with multiple disabilities: Motor and adaptive skills (3)
 SPED 537 Methods for young children with multiple disabilities: Sensory impairments (3)
 SPED 538 Transdisciplinary teaming in early childhood special education (2)
 SPED 539 Developing IFSP and IEP for young children with disabilities (1)

Course List

SPED 400. Introduction to Special Education (3)

Description and history of the field of Special Education; relevant legislation, characteristics of special populations served; related needs and educational services. Includes field experience.

SPED 401C. Inclusive Education (2)

Required in all Teacher Preparation Programs, and designed to introduce credential candidates to the knowledge and skills needed to teach special populations, including students who are gifted and talented and students with disabilities, in general education settings.

SPED 401CL. Inclusive Education Lab (1)

Corequisite: SPED 401C. This course is required in the Level I Education Specialist Credential Program: Mild/Moderate Disabilities and is taken concurrently with SPED 401C. It requires 15 hours of fieldwork and focuses on the application of introductory knowledge and skills needed to teach special populations in general education settings.

SPED 402A. Behavioral Assessment and Positive Behavior Support (3)

Study of theory, ethics, research and practices of applied behavior analysis with learners who have disabilities in instructional settings. This course specifically emphasizes skill development in applied behavior analysis and includes a field assignment where students conduct and evaluate a behavior change project.

SPED 403DHH, MM, MS. Early Field Experience/Seminar in Special Education (3)

Prerequisite: Admission to Preliminary Education Specialist Credential

Program. DHH: Pre/corequisites SPED 400, SPED 401C, SPED 402; MM: Pre/corequisites SPED 400, 401C/L, 504MM; MS: Prerequisites SPED 400, 401C, 402A, 504MS. This course is the first of two fieldwork practica in special education designed to provide credential candidates practical hands-on experience in K-12 schools. Accompanying seminars link coursework with practice and provide collegial support to participants. Fieldwork hours coincide with seminar topics and range from 5-10 hours per week, varying by specialization.

SPED 431. Atypical Development in Young Children with Disabilities (3)

This course provides intensive transdisciplinary study of atypical development in young children with disabilities and the interrelationships and implications of atypical development in motor, cognitive, sensory, language/speech and social/emotional areas. It is designed for professionals working in nursing, special education, physical and occupational therapy, speech and language, social work, and child development. Emphasis is placed on research, etiology and clinical studies in the field.

SPED 438CD. Student Teaching in Language, Speech and Hearing and Audiology (6)

Preparatory: Approval of the Department of Communication Disorders and Sciences. The student will spend two full school days per week in the Public School System under the supervision of a Supervisory Teacher. In addition, all candidates will be supervised by a University Faculty Coordinator from the Department of Communication Disorders and Sciences. The student will assume the planning and teaching responsibilities of the Master Teacher on the assigned days.

SPED 438CDA. Student Teaching in Severe Language Handicapped Aphasia (4)

Preparatory: Approval of the Department of Communication Disorders and Sciences. This course can be taken concurrently with or subsequent to SPED 438CD. The student will participate, during 1 semester, in 1 hundred hours of student teaching in the Public School System in a classroom for severe language handicapped/aphasic pupils. This will be done under the supervision of a Supervisory Teacher and a University Faculty Coordinator from the Department of Communication Disorders and Sciences. The student will assume the planning and teaching responsibilities of the Supervisory Teacher during the assigned hours.

SPED 494A-Z. Experimental Topics Courses (1-3)

SPED 496A-Z. Experimental Topics Courses in Special Education (1-3)

Selected topics in Special Education with course content to be determined.

SPED 499X,Y,Z. Independent Study (1-3)

Graduate

SPED 500. Communication and Early Literacy Development of Young Children with Disabilities (3)

This course focuses on communication and its relationship to early literacy development for young children with disabilities. Students will learn to assess and support these children's early language use and communicative behaviors. In addition, students will learn strategies for helping young children enjoy literature and for developing their emerging literacy skills.

SPED 504D. Teaching Diverse Deaf and Hard-of-Hearing Learners (3)

Pre/corequisites: DEAF 360; SPED 403D. This course focuses on

major theoretical positions regarding etiologies of Deaf and Hard of Hearing individuals, definitions, identification of the population, and educational approaches. Research in the field is reviewed with emphasis on current trends. Offered Fall semester.

SPED 504MM. Teaching Diverse Learners with Mild/moderate

Disabilities (3)

ACT Program: Corequisites ELPS 541A, SPED 541B, SPED 577ACT, EED 520, EED 577, EED 565M, EED 515 (optional), and SPED 579ACT. ITEP Program: SPED 400, 401C, 401CL. This course focuses on creating responsive environments, planning and organizing instruction, and various educational approaches for diverse learners with mild/moderate disabilities. Research in the field is reviewed with emphasis on current trends.

SPED 504MS. Teaching Diverse Learners with Moderate/Severe

Disabilities (3)

Prerequisite: Admission to Preliminary Education Specialist Credential Program in Moderate/Severe Disabilities. This course focuses on major theoretical positions regarding the definition and identification of students with severe/moderate disabilities, assessments practices and tools, and educational approaches recommended for this group of learners, and how these issues have changed over the years. Planning and adapting to meet the needs of students from diverse cultural and linguistic backgrounds will be infused throughout the topics. Emphasis is placed on understanding the prevailing "best practices" in the field of severe/moderate disabilities as endorsed through contemporary research.

SPED 505MM. Curriculum and Instruction for Diverse Learners with Mild/moderate Disabilities (3)

Traditional Program: Prerequisites SPED 400, SPED 401C/L, SPED 504MM, SPED 403MM, EED 520. Intern Program: Prerequisites SPED 400, SPED 401C/L, SPED 504MM, EED 520. SPED 506MM 1st semester and 2nd semester. ACT Program: Prerequisites ELPS 541A, SPED 541B, SPED 577ACT, SPED 504MM, EED 520, EED 577, EED 565M, EED 515 (optional), and SPED 579ACT. ITEP Program: SPED 400 or equivalent, 401C, 401CL, SPED 504, EED 477A. This course examines models of curriculum and instruction appropriate for diverse learners with mild/moderate disabilities. Emphasis is given to methodology for teaching the language arts, mathematics, other content areas, and study skills. Field based assignments are required.

SPED 505MS. Curriculum and Instruction for Diverse Learners with Moderate to Severe Disabilities (3)

Prerequisite Traditional MS Program: SPED 400, SPED 401C, SPED 402A and SPED 504MS. Prerequisite Intern MS Program: SPED 400, SPED 401C, SPED 402A, SPED 504MS, SPED 506MS 1st semester, SPED 506MS 2nd semester, EED 520, EED 565M. This course examines models of assessment, curriculum, and instruction appropriate for learners having moderate to severe disabilities. Students use research and contemporary best practices to evaluate, modify and/or design methodology and materials for assessment, curriculum development and instruction in the area of moderate to severe disabilities. Emphasis is given to assessment methodology selection of educational priorities, and principles of developing and evaluating individualized, integrated interventions for a wide array of diverse learners. Fieldwork included to complete applied assignments. May be repeated twice for credit.

SPED 506 D, MM, MS. Special Education Internship Field Experience (3-3-3-3)

Prerequisite: Must be enrolled in the Education Specialist Internship Program. DHH Intern Program: Taking the ASLPI is required prior to admission to the intern program and passing the ASLPI is required prior to enrollment in the 3rd semester of SPED 506D. MM Intern

Program Pre/corequisites to 2nd semester 506MM: SPED 400, 401C/L, 504MM; Prerequisites to 4th semester 506: EED 520, EED 577, SPED 402A, 505MM, 590MM; Pre/corequisites with SPED 506MM 4th semester: EED 565M or SED 525, Multicultural requirement. MS Intern Program: Pre/corequisite with 1st and 2nd semester 506MS and prerequisite to 3rd semester 506MS: SPED 400, 401C, 402A, 504MS, EED 520, EED 565M; Pre/corequisite with 3rd semester SPED 506MS and prerequisite to 4th semester 506MS: EED 577, SPED 505MS, Multicultural requirement; Pre/corequisite with 4th semester SPED 506MS: SPED 581, SPED elective (SPED 640, 642, 652, 655, 505MM). Extended field work participation for special education intern teachers. Clinical supervision is provided through such means as video taping and on-site visits by the instructor. Students meet bi-weekly with the instructor to discuss their video tapes, on-site observation, and fieldwork activities. This course will normally be taken for 4 semesters (12 units) May be repeated twice for credit.

SPED 506EC. Early Childhood Special Education Internship Field Experience (3-3-3)

Prerequisite: Must be enrolled in the Early Childhood Special Education Specialist Intern Program. Designed to provide ongoing support to candidates in the Early Childhood Special Education Intern Credential Program. Reflective supervision is provided through on-site visits by the instructor, analysis of videos, online discussions, and monthly meetings. Class sessions involve discussion of teaching experiences, video analysis, problem-solving, resource sharing and collegial support.

SPED 509MM. Introduction to Assessment of Diverse Learners with Mild/moderate Disabilities (3)

Traditional Program: Prerequisites SPED 400, 401C, 401CL, and 403, SPED 504MM. Intern Program: SPED 400, 401C, 401CL, first semester SPED 506, and SPED 504. ACT Program: Prerequisites ELPS 541A, SPED 541B, SPED 577ACT, SPED 504MM, EED 520, EED 577, EED 565M, EED 515 (optional), and SPED 579ACT ITEP Program: SPED 400 or equivalent, SPED 401C, SPED 401CL, SPED 504. This course provides students with a basic foundation of the legal and practical aspects of assessment of special education students with mild/moderate special needs from diverse backgrounds. Students will learn basic concepts about the construction, use, and interpretation of standardized and informal assessments, including curriculum-based assessments. Emphasis is given to collaborating with families, general educators, and other specialists in the assessments process.

SPED 520EC. Assessment and Evaluation in Early Childhood Special Education (3)

Pre/corequisite: SPED 431, SPED 402A. Theory and practice of assessment and evaluation of infants, toddlers, and young children with exceptional needs. Examines the uses and limitations of current assessment practices for educational decision-making with this population. Includes evaluation, selection and administration of assessment instruments for both the young child and his/her family. Assessment for program evaluation is also considered. Open to graduate students in related disciplines (Communication Disorders and Sciences, Child Development, Psychology/Educational Psychology, Physical Therapy, Nursing) as well as in Special Education. (Offered fall semester)

SPED 532. Curriculum and Methods for Working with Very Young Children with Disabilities (3)

Study of curriculum and methods for infants, toddlers and preschoolers with disabilities, focusing on the developmental areas of communication, cognition, play and social interaction. Collaboration with families and other services providers in assessment, program development, and implementation is emphasized. The course includes an overview on

designing environments to facilitate independent problem-solving and social interaction.

SPED 535. Working with Families with Young Children with Disabilities: A Transdisciplinary Approach (3)

Techniques for working with families, teachers and other professionals involved in infant and preschool programs for children with disabilities. An emphasis is placed on utilizing a team approach involving various professionals and family members in the assessment, intervention, and evaluation process. Interviewing, counseling, and group process techniques are included.

SPED 536. Methods for Very Young Children with Multiple Disabilities: Motor and Adaptive Skills (3)

Pre/corequisite: SPED 431. Study of atypical patterns of motor development in infants, toddlers and preschool children with disabilities; and methods of assessment and intervention for fine and gross motor skills. An emphasis is placed on collaboration with families, physical and occupational therapists, and other service providers in assessment, program development, and implementation.

SPED 537. Methods for Very Young Children with Multiple Disabilities: Sensory Impairments (3)

Pre/corequisite: SPED 431. This course identifies strategies for working with infants, toddlers, and preschoolers whose multiple disabilities include vision impairments or hearing loss or blindness. An emphasis is placed on collaboration with families, vision and hearing specialists and other related services personnel in assessment, program development and implementation.

SPED 538. Transdisciplinary Teaming in Early Childhood Special Education (2)

Prerequisites: SPED 402A, SPED 431, 500, 532, 520EC, 535, and either 536, 537, or 581. Corequisites: SPED 539 and 578EC. This course focuses on the development of skills as a member of a transdisciplinary team providing services to young children with disabilities and their families. The content is appropriate for graduate level students from several disciplines (e.g., Communication Disorders and Sciences, Child Development, Psychology/Educational Psychology, Special Education, Physical Therapy, Nursing). An emphasis is placed on using a transdisciplinary approach involving communication and collaboration among a team of professionals and family members in the decision-making, intervention, and evaluation process. An in-depth look at case management in early intervention including interagency collaboration in health care and educational systems is provided.

SPED 539. Developing IFSP and IEP for Young Children with Disabilities (1)

Prerequisites: SPED 402A, SPED 431, 500, 532, 520EC, 535, and either 536, 537 or 581. Corequisites: SPED 538, SPED 578EC. This course focuses specifically on development of (a) individual family service plans (IFSPs) for infants and toddlers with disabilities and (b) individual educational programs (IEPs) for preschoolers with disabilities. Federal and state legislation related to the development of IFSPs and IEPs and recommended practices for collaborating with families and other services providers in developing of these documents will also be addressed.

SPED 541B. Getting Started – Introduction to Teaching in Urban Schools (1)

Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Preparation Program and offered fall semester only. Prerequisites: Admission to the ACT Program. Corequisites: Multiple Subject Credential Candidates: ELPS 541A, EED/EPC 500, EED 520, EED 577, EED 565M, EED 515, EED 567ACT. Single Subject Credential Candidates: ELPS 541A, EPC 420, SED 511, SED 525,

SED 514, SED 554. Special Education Credential Candidates: ELPS 541A, SPED 577ACT, EED 520, EED 577, EED 565M, EED 515 (optional), SPED 504MM, SPED 579ACT. SPED 541B with ELPS 541A, the first of two core courses in the ACT Program for elementary, secondary, and special education teacher candidates is taught collaboratively by a team of university and school faculty. The course is an introduction to teaching and learning in the context of P-12 urban schools with an emphasis on educational equity, diversity, and special populations. Topics include an introduction to the roles and responsibilities of a professional educator; teachers' and students' backgrounds and how they impact teaching and learning in urban schools; knowledge of relevant federal and state legislation for students with special needs; classroom practices that include planning, assessment, and management in urban schools; and collaboration with school professionals and parents. Teacher candidates are provided activities and discussion that emphasize the link between theory and practice.

SPED 542B. Meeting the Needs of all Students in Urban Schools (1)

Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Preparation Program and offered spring semester only. Prerequisites: Successful completion of all fall semester coursework. Corequisites: Multiple Subject Credential Candidates: ELPS 542A, EED 575, EED 565S, HSCI 496TH, KIN 595PE, EED 568ACT. Single Subject Credential Candidates: ELPS 542A, SED 521, HSCI 496ADL, SED 555. Special Education Credential Candidates: ELPS 542A, SPED 402A, SPED 509MM, SPED 505MM, SPED 580ACT. SPED 542B with ELPS 542A, the second of two core courses in the ACT Program, is designed for elementary, secondary, and special education teacher candidates and taught collaboratively by a team of university and school faculty. Building on the content introduced in the first core course related to educational equity, diversity, and special populations, topics include developing as a reflective educator who considers the learning needs of all students; creating and managing effective and healthy classroom environments in urban schools, problem solving strategies to facilitate teaching and learning, instructional modifications and accommodations for students with disabilities in general education settings, issues related to diversity and multicultural education, and models of collaboration/consultation. Teacher candidates are provided activities and discussion that emphasize the link between theory and practice.

SPED 560. Assessment and Development of Language in Deaf and Hard of Hearing Pupils (3)

Pre/corequisite: DEAF 484; SPED 504D. Review general theoretical framework of language development and American Sign Language/English bilingualism in relationship to teaching deaf and hard-of-hearing students. Study and assess the acquisition, development and use of language by deaf and hard-of-hearing infants through school-age students. Offered fall semester.

SPED 561D. Teaching Reading to Deaf and Hard of Hearing Pupils (3)

Prerequisite: SPED 560; Pre/corequisite EED 520; Corequisite SPED 565. An examination of the reading process and principles of effective literacy instruction for deaf and hard of hearing pupils. This course focuses on the development of pre-literacy skills, literacy skills in ASL, and literacy skills in English. Emphasis is given to reading skills development, vocabulary acquisition, development of concepts through reading, and language assimilation through reading. Emphasis is also given to effective strategies of assessment and the documentation of student progress. Offered spring semester.

SPED 563. Audiology and Spoken English Development for Teachers of Deaf/Hard of Hearing Students (4)

Pre/corequisite: CD 410; SPED 560. Examination of audiological and speech theory and practice pertinent to the teaching of the deaf and hard of hearing with emphasis on bilingual methods, procedures, and materials used in teaching speech, speech reading, and auditory training. Examination of current technology, including cochlear implants, and implications for teachers. Offered fall semester.

SPED 565. Fundamentals of Teaching English to Deaf and Hard Of Hearing Pupils (3)

Prerequisite: SPED 560; Pre/corequisite: EED 520; Corequisite: SPED 561D. Critical analysis and evaluation of various systems and methods which have been used to teach English to deaf and hard-of-hearing students. Exploration of the facilitative role of ASL fluency in the subsequent acquisition of English language skills. Development of strategies and activities for developing the written English skills of deaf and hard-of-hearing students. Offered spring semester

SPED 566DHH. Curriculum and Instruction in SPED for Deaf and Hard of Hearing Students (3)

Prerequisite: SPED 560; Pre/corequisite: EED 565M; EED 565S or EED 575 or SED525; Corequisite SPED 566DL. This course examines models of assessment, curriculum, and instruction appropriate for deaf and hard of hearing pupils across the age range. Students use research and contemporary theoretical orientations to evaluate, modify and/or design methodology and materials for assessment, curriculum development and instruction in an area of specialization. Emphasis is given to assessment methodology selection of educational priorities, and principles of developing and evaluating individualized, integrated interventions. Fieldwork included. Offered spring semester.

SPED 566DL. Curriculum and Instruction for Deaf and Hard of Hearing Students Lab (1)

Prerequisite: SPED 560; Pre/corequisite: EED 565M; EED 565S or EED 575 or SED 525; Corequisite SPED 566D. Lab provides opportunities for students to develop specific ASL-based language skills to make their academic instruction comprehensible and accessible to their students. The lab will address content areas such as math, science and social students. Students will develop specific content area vocabulary skills and strategies for maximizing the visual clarity of their instruction. Approximately five weeks of the lab will be devoted to each content area. Students will develop practice lessons and will receive individualized feedback on the clarity of their signed presentation of concepts. Offered spring semester.

SPED 577ACT. Foundations of Special Education (2)

Restricted to candidates admitted to the Accelerated Collaboration Teacher (ACT) Preparation Program and offered in semester one only. Corequisites: ELPS 541A, SPED 541B, SPED 504MM, EED 520, EED 577, EED 565M, EED 515 (optional) and SPED 579ACT. This course introduces teacher candidates to the field of special education including an overview of the knowledge and skills essential for all beginning special education teachers, roles and responsibilities of special education teachers, and assessment and intervention procedures and strategies in serving exceptional learners.

SPED 578 A-D. Student Teaching in the Elementary School (3-6)

Prerequisites: Admission to Multiple Subject Credential program and/or Education Specialist Credential (Mild/Moderate Disabilities) program; admission to student teaching. EED/SPED 578A-D is a field experience in the Multiple Subject Credential program and/or Education Specialist Credential (Mild/Moderate Disabilities) program. The field experience takes place in a participating public elementary school and provides opportunities for the credential candidate to work under the daily direction and guidance of a qualified supervising elementary teacher/special education teacher who exemplifies best

practices in teaching all students, including English Language Learners and students with disabilities. A university faculty member supervises the fieldwork assignment. In each assignment the candidate gradually assumes responsibility. In the final assignment the candidate gradually assumes full responsibility for the complete instructional program. A minimum of 125 hours in the classroom is required in EED/SPED 578A, a minimum of 167 hours in EED/SPED 578B, a minimum of 208 hours in EED/SPED 578C, and a minimum of 250 hours in EED/SPED 578D.

SPED 578EC. Infant/Toddler Student Teaching (3)

Preparatory: SPED 431, 500, 532 and 535. Recommended Corequisite: SPED 538. Each practicum student is assigned to a program providing early intervention services to infant/toddlers with disabilities and their families. This practicum includes working with the families, participating in the development and implementation of individualized plans and activities to support the children's development in all areas, ongoing data collection, and participation in team meetings and other training activities within the program as appropriate. Supervision is provided by the program administrator or master teacher and through on-site visits by the university instructor. In addition the students meet periodically as a group to discuss their experiences and demonstrate required competencies.

SPED 579. Student Teaching Seminar (1)

Prerequisites: Admission to Multiple Subject Credential program, Education Specialist Credential (Mild/Moderate Disabilities) and/or Multiple Subject University Internship Credential Program; admission to student teaching. Preparatory: EED/SPED 578A, EED 578D, SPED 580, EED 550B, EED550E. This course is a 1-unit student teaching seminar in the Multiple Subject, Education Specialist Credential Program and/or the Multiple Subject University Internship Credential Program. The seminar provides opportunities for candidates to reflect upon and analyze fieldwork experiences. Student teachers learn to 1) assess their needs, 2) gather data, 3) analyze results, 4) problem solve, 5) modify teaching practices, and 6) determine implications of their experience for future instruction. This course may be taken for up to two units.

SPED 579ACT. Supervised Fieldwork with Exceptional Learners and Seminar (4)

Corequisites: ELPS 541A, SPED 541B, SPED 577ACT, SPED 504MM, EED 520, EED 577, EED 565M, EED 515 (optional). Restricted to candidates admitted to the Accelerated Collaboration Teacher (ACT) Preparation Program and offered in the fall semester only. This course is the first of two fieldwork/seminar requirements for the ACT Program which are designed to provide teacher candidates practical hands-on experience in the classroom, K- 12 schools, and the community. 120 hours of fieldwork are required, approximately 8 hours per week, with supervision and guidance provided by the university supervisor and district coach. Teacher candidates will observe and assist teachers who serve students with disabilities from culturally and linguistically diverse backgrounds. Seminars are designed to link credential coursework with classroom practices and to provide collegial support to participants.

SPED 580ACT. Advanced Fieldwork with Exceptional Learners and Seminar (6)

Prerequisites: ELPS 541A, SPED 541B, SPED 577ACT, SPED 504MM, EED 520, EED 577, EED 565M, EED 515 (optional), and SPED 579ACT. Corequisites: ELPS 542A, SPED 542B, SPED 509MM, SPED 402A, and SPED 505MM. Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Preparation Program and offered in the second semester only. This course is the

final fieldwork experience and seminar for the ACT Program. Teacher candidates complete this experience with a teacher, trained as a coach, who serves students with disabilities from culturally and linguistically diverse backgrounds. Fieldwork consists of 66 fieldwork hours, and a full-day, 12-week student teaching assignment in which the teacher candidate gradually assumes full responsibility for the complete instructional program. The candidate is provided supervision and guidance by the district coach and university supervisor. The seminar is designed to link credential coursework with classroom practices and to provide collegial support to participants.

SPED 580D. Student Teaching and Seminar in Deaf/Hard of Hearing (6)

Prerequisite: all credential courses except pre/corequisites SPED 535, SPED 563, or Multicultural requirement. Only one course may be taken concurrently with student teaching. SPED 580D is the final special education fieldwork experience for students in the Deaf/hard of Hearing Specialist Level I Credential Program. Candidates complete this experience on-the-job or with a supervising teacher who serves diverse deaf/hard of hearing learners. Student teaching consists of one complete semester, full day assignment during which time the candidate gradually assumes full responsibility for the complete instructional program if he or she is not on-the-job. The candidate is provided supervision and guidance by the supervising teacher or on-site support provider and a university supervisor.

SPED 580EC. Advanced Specialist Fieldwork in Early Childhood Special Education (6)

Prerequisite: Bachelor's Degree in Child Development or 12 units in approved Child Development or Early Childhood courses, SPED431, 402A, FCS491, SPED 500, SPED 532, SPED 535. May be taken as a corequisite: SPED 520EC, SPED 536, SPED 537, SPED 581 (no more than one course may be taken with SPED 580EC). Supervised fieldwork in preschool programs for early childhood special education teacher candidates. Supervision is provided by the program administrator or master teacher and through on-site visits by the university instructor and videotape analysis. Students meet in a seminar with the instructor to discuss their video tapes, on-site observations, and fieldwork activities.

SPED 580ECI: Advanced Specialist Fieldwork in Early Childhood Special Education (3)

Prerequisite: Enrolled in the Early Childhood Special Education Intern Credential Program. Supervised fieldwork of at least 100 hours in preschool or preK settings with young children who have IEPs. Required of candidates in the Early Childhood Special Education Intern Credential Program who are employed in early intervention programs. Supervision is provided by the cooperating teacher and through on-site visits by the university supervisor, analysis of videos, and online reflections.

SPED 580ITEP. ITEP Student Teaching and Seminar in Special Education (6)

Prerequisites: SPED 400, SPED 401C, SPED 401CL, SPED 402A, EED 472, EED 477B, SPED 578A, SPED 579, SPED 504MM/MS/D. Additional Prerequisites for DHH: SPED 560, SPED 561D, SPED 565, SPED 566D/L. Pre/corequisites for DHH: SPED 563, SPED 535. Pre/Corequisites for MM: SPED 505 and 509MM. Additional prerequisite for MS: SPED 505MS. Pre/corequisites for MS: SPED 581. Restricted to candidates admitted to the Integrated Teacher Education Program and approved for student teaching. This course is the final special education fieldwork experience for students admitted to the Integrated Teacher Education Program. Candidates complete this experience with a supervising teacher who serves students

with disabilities from culturally and linguistically diverse backgrounds. Student teaching consists of a minimum of nine weeks of a full day assignment during which time the candidate gradually assumes full responsibility for the complete instructional program. The candidate is provided supervision and guidance by the supervising teacher and a university supervisor, who also serves as the instructor for biweekly seminars. ITEP Student Teaching must be completed under the direction of a supervising teacher, and may not be completed as the teacher of record in one's own classroom.

SPED 580MM. Student Teaching and Seminar in Mild/moderate Disabilities (6)

Prerequisites: SPED 400, SPED 401C/L, SPED 403MM, SPED 504MM, SPED 505MM, SPED 509MM, EED 520, EED 577 or SED 521, SPED 402A. Only one pre/corequisite course may be completed with SPED 580MM. This course is the final special education fieldwork experience for students in the Mild/Moderate Education Specialist Level I Credential Program. Candidates complete this experience on-the-job or with a supervising teacher who serves diverse learners with mild/moderate disabilities. Student teaching consists of one complete semester, full day assignment during which time the candidate gradually assumes full responsibility for the complete instructional program if he or she is not on-the-job. The candidate is provided supervision and guidance by the supervising teacher or on-site support provider and a university supervisor. The seminar portion of the course meets one to two times per month with the university supervisor.

SPED 580MS. Student Teaching and Seminar in Moderate/severe Disabilities (6)

Prerequisites: SPED 400, SPED 401C, SPED 402A, SPED 403MS, SPED 504MS, SPED 505MS, EED 520, EED 577. Corequisite – one of the following can be taken with SPED 580MS: SPED 581, EED565M, SPED elective (SPED 640, 642, 655, 652, 505MM), Multicultural requirement. This course is the final special education fieldwork experience for students in the Moderate/Severe Education Specialist Level I Credential Program. Candidates complete this experience on-the-job or with a supervising teacher who serves diverse learners with moderate/severe disabilities. Student teaching consists of one complete semester, full day assignment during which time the candidate gradually assumes full responsibility for the complete instructional program if he or she is not on-the-job. The candidate is provided supervision and guidance by the supervising teacher or on-site support provider and a university supervisor. The seminar portion of the course meets one to two times per month with the university supervisor.

SPED 581. Augmentative and Alternative Communication (3)

Prerequisite: SPED 400, SPED 401C, SPED 402A, SPED 403MS, SPED 504MS. Corequisite: SPED 505MS, EED565M, SPED elective (SPED 640, 642, 655, 652, 505MM), Multicultural requirement. Techniques for assessment and intervention of alternative communication skills other than speech for students with severe disabilities. Development and use of augmentative communication devices (both light and high technology). Teaching the communicative partner how to make use of augmentative devices during interactions.

SPED 595A-Z. Experimental Topics Courses (1-6)

SPED 611. Collaborating to Meet the Needs of Special Populations (3)

Prerequisites: Multiple Subject, Single Subject, or Education Specialist Preliminary Credential, or advanced standing in the Educational Therapy Certification Program. This course builds on knowledge, skills and strategies acquired during the preliminary preparation for teaching students with special needs. The course is designed to develop the collaboration and consultation skills of general and special education teachers to facilitate positive, inclusive environments and provide

appropriate learning opportunities for students with disabilities, students who are at risk, and students who are gifted and talented.

SPED 612/L. Design and Development of Indirect Services in Special Education and Lab (2/1)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. Corequisite SPED 612L. This course is designed for experienced educators who work with exceptional individuals to develop specialized knowledge regarding the critical elements involved in effective delivery of indirect services. It focuses on major theoretical positions and methodologies of indirect service development and delivery. Research and theoretical positions in the field are analyzed. Lab: This course is designed for experienced Special Education teachers and master teachers. It focuses on the application of major theoretical positions and specific skill development regarding the development and implementation of indirect services for exceptional individuals.

SPED 620. Assessment and Evaluation in Special Education (3)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. An introduction to the theory and practice of assessment of exceptional individuals and to the policies and regulations governing the administration of tests. Includes the role of assessment in making instructional decisions and standards and procedures for evaluating the performance of exceptional students. Relates understanding of the technical adequacy of tests to research in the field of Special Education.

SPED 622. Career Education for Learners with Special Needs (3)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. Examination of current concepts, philosophies, and methods in career education of exceptional individuals as well as the exploration of the practical application of their potential in the work setting. Does not replace EDP 657 for PPS Credential.

SPED 624. Teaching English Learners with Disabilities (3)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. This course builds on knowledge, skills, and abilities acquired in the preliminary credential preparation related to teaching English learners with disabilities. Teachers will demonstrate competence in the knowledge and skill areas necessary for effective teaching of English learners including use of resources, assessment and equitable access, identification and placement, specialized and culturally responsive curriculum and instruction, and advocacy for English learners with disabilities and their families.

SPED 628 ECSE, DHH, MM, MS. Level II: Induction and Support (3)

Prerequisite: Completion of the Preliminary Level I Education Specialist Credential Program in the specialization. Admitted to the Level II Education Specialist Credential Program, verified employment in a qualifying special education teaching position, and verification that the employing agency has assigned a qualified support provider to the beginning teacher. The candidate, the university advisor, and the designated support provider collaborate in the development of a Level II professional credential induction plan for the support and professional development of each beginning teacher based on the preliminary induction plan developed in Level I. The curriculum for the university and non-university components of the induction plan addresses the candidate's goals, builds upon the foundation established in the Preliminary Education Specialist Credential program, meets Level II professional standards, and applies conceptual knowledge to

practice in ways that engage candidates in important issues of theory and practice.

SPED 629. ECSE, DHH, MM, MS. LEVEL II: Assessment of Professional Competence (3)

Prerequisite: SPED 628. Pre/corequisite: Completion of all of the required courses and professional development activities designated in the Professional Level II Education Specialist Credential Induction Program Plan. Assessment of candidate competence is accomplished through a formal evaluation process including four phases: 1) faculty assessment of the candidate's achievement of all goals specified on the professional induction plan; 2) assessment by a qualified assessor from a local education agency; 3) a faculty review of the candidate's portfolio and teaching performance; and 4) an exit interview, to take place at the conclusion of the candidate's course of study.

SPED 640. Physical and Multiple Disabilities (3)

Preparatory: SPED 400, 508, or 431 or equivalent. Information pertaining to typical growth and development of children, and common physical disorders and their impact on development and learning. Transdisciplinary model of service delivery to address the needs of children and youth having physical and multiple disabilities. Specific information and techniques on physical positioning, lifting and carrying individuals with physical disabilities of different ages, various ways (both high and light technological) of adapting and accommodating for the needs of individuals having severe physical and multiple disabilities, and individualized teaching techniques. Positive and negative impact of medications.

SPED 642. Students with Multiple and Sensory Impairments (3)

Preparatory: SPED 400, or 508, or 431 or equivalent. Educational issues for students with intellectual disabilities who also have sensory impairments (visual and auditory). Information on specific visual and hearing disorders, psychosocial implications of these disabilities on the developing child, teaching strategies to address students with these disabilities, adaptations and accommodations.

SPED 652. Educating Children with Emotional Disturbance (3)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. Designed to study the behavioral characteristics of children with severe emotional disorders. Problems of social control, adjustment, effective curriculum and teacher evaluation. (Offered fall semester)

SPED 655. Theoretical and Empirical Bases of Education of Learners with Autism (3)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. This course deals with theory and research specific to the disorder of autism, focusing on major theoretical positions regarding etiologies of the condition, definition and identification of the population, and educational approaches.

SPED 670. Reading Processes (3)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or appropriate Masters Program. Seminar designed to analyze reading/language performance of exceptional and non-exceptional individuals, to develop understanding of reading/language process contribution to exceptional and non-exceptional development, types of reading, relationship of reading to expressive communication forms, and the place of types of reading in the program.

SPED 671. Advanced Study of Literacy Problems (3)

Prerequisites: Admission to the Special Education M.A. Program or Post M.A. Certificate Program in Educational Therapy; SPED 670. This course provides advanced study in the area of literacy. It is designed to examine issues related to literacy processes, assessment and instructional practices, research methodologies, and the relationships between language, literacy, schooling and culture. Emphasis is placed on students struggling with reading and writing. A minimum of 120 hours of supervised clinical experience is required.

SPED 672. Advanced Assessment (3)

Prerequisites: Admission to the Special Education M.A. Program or Post M.A. Certificate Program in Educational Therapy; SPED 620. Pre/corequisite, SPED 671. This Masters level course is designed to examine the advanced skills educational therapists and other educators use when evaluating a student with learning differences pertaining to clinical procedures and educational diagnosis. Course work will include (a) choosing appropriate formal and informal assessments for individuals at various age levels, (b) interpreting test data for the purpose of making an educational diagnosis, (c) interpreting test data for the purpose of developing an intervention plan, (d) synthesizing contextual information, and (e) guiding the client and family through the assessment process.

SPED 673. Principles of Educational Therapy for Individuals with Exceptional Needs (3)

Prerequisite: Admitted to Special Education Masters Program. Prior coursework in Special Education or experience equivalents. This beginning course in the Educational Therapy program provides an in-depth study of the educational therapist's professional role and ethical responsibilities. Services of the educational therapist are compared to those of other professionals, and the interface between educational therapy and allied professions is reviewed. Responsibilities of the educational therapist, which include gathering contextual information, providing formal and informal assessments, synthesizing information, developing goals, case-management, making referrals, collaborating with allied professionals, assessing progress, and self reflection are examined. A model of educational therapy is developed.

SPED 676. Clinical Case Management (3)

Prerequisites: Admission to the Special Education M.A. Program or Post M.A. Certificate Program in Educational Therapy; SPED 673, 671, and 672. The focus of this course is on case management. Students will analyze contextual influences such as the school, family, community and culture that impact a student's performance and demonstrate the ability to serve in the role of case manager (e.g., prioritizing goals, responding to parent concerns, understanding school demands). This course is designed to build upon the knowledge and skills from foundational ET coursework as related to establishing and maintaining effective, efficient and ethical practices.

SPED 677. Instructional Strategies for Adolescents and Young Adults with Mild/Moderate Disabilities (2)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. Corequisite: SPED 677L. Analysis of major theoretical positions and methodologies for instruction of adolescents and young adults with mild/moderate disabilities. Examination of theoretical and empirical bases of specific instructional interventions with emphasis on their use in heterogeneous groups or mainstream settings.

SPED 677L. Instructional Strategies for Adolescents and Young Adults with Mild/moderate Disabilities Lab (1)

Corequisite: SPED 677. Application of major theoretical positions and methodologies in the education of youth with disabilities. Skill development in application of the concepts presented in SPED 677.

SPED 679. Internship in Educational Therapy (3-6). Prerequisites: Admission to the Special Education M.A. Program or Post M.A. Certificate Program in Educational Therapy; SPED 673, 671, 672, 676. SPED 679 is the culminating experience in the Educational Therapy Program. Through a supervised internship, students will work with a client on an individual and ongoing basis to practice and further develop effective clinical skills. Students will be evaluated on each stage of the internship including gathering contextual information, providing formal and informal assessments, synthesizing information, developing goals, managing cases, making referrals, collaborating with allied professionals, assessing progress, and self reflection. Students must be available to work with two clients for a minimum of four hours per week at an approved site for 15 weeks and meet in a seminar every other week.

SPED 681. Graduate Research in Special Education (3)

Prerequisites: Preliminary Education Specialist Level I Credential, admission to the Master's program with classified status. This Masters level course is designed to provide information regarding the process of systematically researching an educational problem and to facilitate students' ability to interpret and evaluate the research of others in special education and related fields. Students are exposed to various research methods from both quantitative and qualitative traditions, including experimental, quasi-experimental and non-experimental designs (group and single-subject), with accompanying statistical analyses.

SPED 682EC, D, MM, MS. Advanced Clinical Practicum in Special Education (3)

Prerequisite: Preliminary Education Specialist Level I Credential, admission to the Master's program with classified status. Pre/corequisite: SPED 681. Advanced practicum experience for candidates in Master's Degree programs in special education. Clinical supervision is provided through on-site visits. A minimum of 120 hours of participation in a program for pupils with disabilities is required.

SPED 683. Current Trends in Special Education (3)

Prerequisite: Preliminary Education Specialist Level I Credential, admission to the Master's program with classified status. Pre/corequisite: SPED 681 and 682. Advanced study of pertinent topics related to: a) federal, state, and local agencies and their role in special and rehabilitative education, b) organization of special education programs, c) the preparation of teachers of exceptional children, and d) research and demonstration projects in the education of exceptional children.

SPED 683D. Current Trends in Special Education with Deaf and Hard of Hearing Pupils (3)

Prerequisite: Preliminary Education Specialist Level I Credential, admission to the Master's program with classified status. Pre/corequisite: SPED 681 and SPED 682. Advanced study of pertinent topics related to: a) federal, state, and local agencies and their role in special and rehabilitative education, b) organization of special education programs, c) the preparation of teachers of exceptional children, and d) research and demonstration projects in the education of exceptional children.

SPED 683EC. Current Trends in Early Childhood Special Education (3)

Prerequisite: Preliminary Education Specialist Level I Credential, admission to the Master's program with classified status. Pre/corequisite: SPED 681 and SPED 682. Advanced study of decision making processes in early childhood special education, as influenced

by personal values, ethics, public policy, law, and the professional knowledge base. Consideration of issues related to policy and practice in early intervention, and strategies for advocacy and systems change.

SPED 695. Experimental Topics Courses (1-6)

SPED 696. Graduate Research (1-3)

Preparatory: Acceptance by the Department of a thesis on an advanced topic in the field of education.

SPED 697. Directed Comprehensive Studies (3)

Preparatory: Prior completion of all course requirements for the Master's degree.

SPED 698C. Thesis or Graduate Project (3-6)

Preparatory: Acceptance by a departmental thesis committee of a thesis on a topic in the field of special education.

SPED 699X, Y, Z. Independent Study (1-1-1)

May be repeated twice for credit. Prerequisites: SPED 400, SPED 401C/L, SPED 403MM, SPED 504MM, SPED 505MM, SPED 509MM, EED 520, EED 577 or SED 521, SPED 402A. Only one pre/corequisite course may be completed with SPED 580MM. This course is the final special education fieldwork experience for students in the Mild/Moderate Education Specialist Level I Credential Program. Candidates complete this experience on-the-job or with a supervising teacher who serves diverse learners with mild/moderate disabilities. Student teaching consists of one complete semester, full day assignment during which time the candidate gradually assumes full responsibility for the complete instructional program if he or she is not on-the-job. The candidate is provided supervision and guidance by the supervising teacher or on-site support provider and a university supervisor. The seminar portion of the course meets one to two times per month with the university supervisor.

SPED 580MS. Student Teaching and Seminar in Moderate/Severe Disabilities (6)

Prerequisites: SPED 400, SPED 401C, SPED 402A, SPED 403MS, SPED 504MS, SPED 505MS, EED 520, EED 577. Corequisite – one of the following can be taken with SPED 580MS: SPED 581, EED565M, SPED elective (SPED 640, 642, 655, 652, 505MM), Multicultural requirement. This course is the final special education fieldwork experience for students in the Moderate/Severe Education Specialist Level I Credential Program. Candidates complete this experience on-the-job or with a supervising teacher who serves diverse learners with moderate/severe disabilities. Student teaching consists of one complete semester, full day assignment during which time the candidate gradually assumes full responsibility for the complete instructional program if he or she is not on-the-job. The candidate is provided supervision and guidance by the supervising teacher or on-site support provider and a university supervisor. The seminar portion of the course meets one to two times per month with the university supervisor.

SPED 581. Augmentative and Alternative Communication (3)

Prerequisite: SPED 400, SPED 401C, SPED 402A, SPED 403MS, SPED 504MS. Corequisite: SPED 505MS, EED565M, SPED elective (SPED 640, 642, 655, 652, 505MM), Multicultural requirement. Techniques for assessment and intervention of alternative communication skills other than speech for students with severe disabilities. Development and use of augmentative communication devices (both light and high technology). Teaching the communicative partner how to make use of augmentative devices during interactions.

SPED 595A-Z. Experimental Topics Courses (1-6)

SPED 611. Collaborating to Meet the Needs of Special Populations (3)

Prerequisites: Multiple Subject, Single Subject, or Education Specialist Preliminary Credential, or advanced standing in the Educational Therapy Certification Program. This course builds on knowledge, skills and strategies acquired during the preliminary preparation for teaching students with special needs. The course is designed to develop the collaboration and consultation skills of general and special education teachers to facilitate positive, inclusive environments and provide appropriate learning opportunities for students with disabilities, students who are at risk, and students who are gifted and talented.

SPED 612/L. Design and Development of Indirectservices in Special Education and Lab (2/1)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. Corequisite SPED 612L. This course is designed for experienced educators who work with exceptional individuals to develop specialized knowledge regarding the critical elements involved in effective delivery of indirect services. It focuses on major theoretical positions and methodologies of indirect service development and delivery. Research and theoretical positions in the field are analyzed. Lab: This course is designed for experienced Special Education teachers and master teachers. It focuses on the application of major theoretical positions and specific skill development regarding the development and implementation of indirect services for exceptional individuals.

SPED 620. Assessment and Evaluation in Special Education (3)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. An introduction to the theory and practice of assessment of exceptional individuals and to the policies and regulations governing the administration of tests. Includes the role of assessment in making instructional decisions and standards and procedures for evaluating the performance of exceptional students. Relates understanding of the technical adequacy of tests to research in the field of Special Education.

SPED 622. Career Education for Learners with Special Needs (3)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. Examination of current concepts, philosophies, and methods in career education of exceptional individuals as well as the exploration of the practical application of their potential in the work setting. Does not replace EDP 657 for PPS Credential.

SPED 624. Teaching English Learners with Disabilities (3)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. This course builds on knowledge, skills, and abilities acquired in the preliminary credential preparation related to teaching English learners with disabilities. Teachers will demonstrate competence in the knowledge and skill areas necessary for effective teaching of English learners including use of resources, assessment and equitable access, identification and placement, specialized and culturally responsive curriculum and instruction, and advocacy for English learners with disabilities and their families.

SPED 628 ECSE, DHH, MM, MS. LEVEL II: Induction and Support (3)

Prerequisite: Completion of the Preliminary Level I Education Specialist Credential Program in the specialization. Admitted to the Level II Education Specialist Credential Program, verified employment in a qualifying special education teaching position, and verification

that the employing agency has assigned a qualified support provider to the beginning teacher. The candidate, the university advisor, and the designated support provider collaborate in the development of a Level II professional credential induction plan for the support and professional development of each beginning teacher based on the preliminary induction plan developed in Level I. The curriculum for the university and non-university components of the induction plan addresses the candidate's goals, builds upon the foundation established in the Preliminary Education Specialist Credential program, meets Level II professional standards, and applies conceptual knowledge to practice in ways that engage candidates in important issues of theory and practice.

SPED 629. ECSE, DHH, MM, MS LEVEL II: Assessment of Professional Competence (3)

Prerequisite: SPED 628. Pre/corequisite: Completion of all of the required courses and professional development activities designated in the Professional Level II Education Specialist Credential Induction Program Plan. Assessment of candidate competence is accomplished through a formal evaluation process including four phases: 1) faculty assessment of the candidate's achievement of all goals specified on the professional induction plan; 2) assessment by a qualified assessor from a local education agency; 3) a faculty review of the candidate's portfolio and teaching performance; and 4) an exit interview, to take place at the conclusion of the candidate's course of study.

SPED 640. Physical and Multiple Disabilities (3)

Preparatory: SPED 400, 508, or 431 or equivalent. Information pertaining to typical growth and development of children, and common physical disorders and their impact on development and learning. Transdisciplinary model of service delivery to address the needs of children and youth having physical and multiple disabilities. Specific information and techniques on physical positioning, lifting and carrying individuals with physical disabilities of different ages, various ways (both high and light technological) of adapting and accommodating for the needs of individuals having severe physical and multiple disabilities, and individualized teaching techniques. Positive and negative impact of medications.

SPED 642. Students with Multiple and Sensory Impairments (3)

Preparatory: SPED 400, or 508, or 431 or equivalent. Educational issues for students with intellectual disabilities who also have sensory impairments (visual and auditory). Information on specific visual and hearing disorders, psychosocial implications of these disabilities on the developing child, teaching strategies to address students with these disabilities, adaptations and accommodations.

SPED 652. Educating Children with Emotional Disturbance (3)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. Designed to study the behavioral characteristics of children with severe emotional disorders. Problems of social control, adjustment, effective curriculum and teacher evaluation. (Offered fall semester)

SPED 655. Theoretical and Empirical Bases of Education of Learners with Autism (3)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. This course deals with theory and research specific to the disorder of autism, focusing on major theoretical positions regarding etiologies of the condition, definition and identification of the population, and educational approaches.

SPED 670. Reading Processes (3)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or appropriate Masters Program. Seminar designed to analyze reading/language performance of exceptional and non-exceptional individuals, to develop understanding of reading/language process contribution to exceptional and non-exceptional development, types of reading, relationship of reading to expressive communication forms, and the place of types of reading in the program.

SPED 671. Advanced Study of Literacy Problems (3)

Prerequisites: Admission to the Special Education M.A. Program or Post M.A. Certificate Program in Educational Therapy; SPED 670. This course provides advanced study in the area of literacy. It is designed to examine issues related to literacy processes, assessment and instructional practices, research methodologies, and the relationships between language, literacy, schooling and culture. Emphasis is placed on students struggling with reading and writing. A minimum of 120 hours of supervised clinical experience is required.

SPED 672. Advanced Assessment (3)

Prerequisites: Admission to the Special Education M.A. Program or Post M.A. Certificate Program in Educational Therapy; SPED 620. Pre/corequisite, SPED 671. This Masters level course is designed to examine the advanced skills educational therapists and other educators use when evaluating a student with learning differences pertaining to clinical procedures and educational diagnosis. Course work will include (a) choosing appropriate formal and informal assessments for individuals at various age levels, (b) interpreting test data for the purpose of making an educational diagnosis, (c) interpreting test data for the purpose of developing an intervention plan, (d) synthesizing contextual information, and (e) guiding the client and family through the assessment process.

SPED 673. Principles of Educational Therapy for Individuals with Exceptional Needs (3)

Prerequisite: Admitted to Special Education Masters Program. Prior coursework in Special Education or experience equivalents. This beginning course in the Educational Therapy program provides an in-depth study of the educational therapist's professional role and ethical responsibilities. Services of the educational therapist are compared to those of other professionals, and the interface between educational therapy and allied professions is reviewed. Responsibilities of the educational therapist, which include gathering contextual information, providing formal and informal assessments, synthesizing information, developing goals, case-management, making referrals, collaborating with allied professionals, assessing progress, and self reflection are examined. A model of educational therapy is developed.

SPED 676. Clinical Case Management (3)

Prerequisites: Admission to the Special Education M.A. Program or Post M.A. Certificate Program in Educational Therapy; SPED 673, 671, and 672. The focus of this course is on case management. Students will analyze contextual influences such as the school, family, community and culture that impact a student's performance and demonstrate the ability to serve in the role of case manager (e.g., prioritizing goals, responding to parent concerns, understanding school demands). This course is designed to build upon the knowledge and skills from foundational ET coursework as related to establishing and maintaining effective, efficient and ethical practices.

SPED 677. Instructional Strategies for Adolescents and Young Adults with Mild/moderate Disabilities (2)

Prerequisite: Preliminary Education Specialist Level I Credential. Admitted to Level II Education Specialist Credential Program and/or Special Education Masters Program. Corequisite: SPED 677L. Analysis of major theoretical positions and methodologies for instruction of adolescents and young adults with mild/moderate disabilities. Examination of theoretical and empirical bases of specific instructional interventions with emphasis on their use in heterogeneous groups or mainstream settings.

SPED 677L. Instructional Strategies for Adolescents and Young Adults with Mild/Moderate Disabilities Lab (1)

Corequisite: SPED 677. Application of major theoretical positions and methodologies in the education of youth with disabilities. Skill development in application of the concepts presented in SPED 677.

SPED 679. Internship in Educational Therapy (3-6)

Prerequisites: Admission to the Special Education M.A. Program or Post M.A. Certificate Program in Educational Therapy; SPED 673, 671, 672, 676. SPED 679 is the culminating experience in the Educational Therapy Program. Through a supervised internship, students will work with a client on an individual and ongoing basis to practice and further develop effective clinical skills. Students will be evaluated on each stage of the internship including gathering contextual information, providing formal and informal assessments, synthesizing information, developing goals, managing cases, making referrals, collaborating with allied professionals, assessing progress, and self reflection. Students must be available to work with two clients for a minimum of four hours per week at an approved site for 15 weeks and meet in a seminar every other week.

SPED 695. Experimental Topics Courses (1-6)**SPED 696. Graduate Research (1-3)**

Preparatory: Acceptance by the Department of a thesis on an advanced topic in the field of education.

SPED 697. Directed Comprehensive Studies (3)

Preparatory: Prior completion of all course requirements for the Master's degree.

SPED 698C. Thesis or Graduate Project (3-6)

Preparatory: Acceptance by a departmental thesis committee of a thesis on a topic in the field of special education.

SPED 699X, Y, Z. Independent Study (1-1-1)

May be repeated twice for credit.