Department of Special Education

The Department of Special Education offers master’s degree and credential programs for candidates seeking a California Preliminary Education Specialist Credential with either a mild/moderate or moderate/severe disabilities specialization authorizing them to teach in the public K-12 environment. All Preliminary Education Specialist Credential programs are approved by the California Commission on Teacher Credentialing (CTC).

APU candidates are prepared to work in schools as education specialists. Candidates must demonstrate the content, pedagogical, and professional knowledge, writing skills, and dispositions necessary to help all children learn. APU candidates are highly regarded in fulfilling these high professional standards. The Department of Special Education assesses all candidates from admission, throughout their program, and up to the recommendation of credentials. Assessment areas include, but are not limited to: CTC education specialist standards, CTC teacher performance expectations for education specialists, APU student learning outcomes, and teacher candidate dispositions. Candidates are expected to maintain a high level of professional and ethical behavior throughout their program. Failure to do so may result in expulsion from the program.

Master’s Degree Programs

- Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential (http://catalog.apu.edu/graduateprofessional/education/teacher-education/special-education/master-arts-education-special-education-mild-moderate-disabilities-specialist-preliminary-credential-nonintern-intern)

Education Specialist Preliminary Credential and Added Authorization Programs

- Mild/Moderate Disabilities Education Specialist Preliminary Credential (http://catalog.apu.edu/graduateprofessional/education/teacher-education/special-education/mild-moderate-disabilities-k12-specialist-preliminary-credential)
- Moderate/Severe Disabilities Education Specialist Preliminary Credential (http://catalog.apu.edu/graduateprofessional/education/teacher-education/special-education/moderate-severe-disabilities-k12-specialist-preliminary-credential)

EDTC 511, Foundations in Educational Technology, 3 Units
This course focuses on developing proficiency with the foundational skills necessary for the Online Master of Arts in Educational Technology. Working in synchronous and asynchronous environments, students utilize a variety of applications and skills necessary for competency in the program.

EDTC 515, Emerging Trends in Technology, 3 Units
This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology.

EDTC 517, Digital Communications, 3 Units
This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform and effective strategies for implementation within teaching/learning environments.

EDTC 518, Global Learning/Cross-cultural Classroom, 3 Units
This course focuses on the use of technology to develop global, cultural, geographical, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and the 21st century.

EDTC 520, Managing Tech-Supported Curricular Tools, 3 Units
This course explores managing various technology-supported curricular tools applicable to leadership and instruction in the educational environment. Topics include leadership roles in technology, technology planning, computer applications, and designing a technology implementation plan.
EDTC 521, Digital Imagery for Learning Environments, 3 Units
This course covers a variety of digital imaging and audio applications and their operating tools utilized for teaching/learning environments. Students develop the skills necessary to create, design, and manipulate images along with editing video and audio for digital and/or interactive media.

EDTC 523, Educational Applications of Information Design and Hypermedia, 3 Units
The basics of information design and hypermedia are studied. Topics include the definition and application of information design and hypermedia, the development of hypermedia, the impact of information design on hypermedia, and the impact of hypermedia on society. Students incorporate principles of information design into their hypermedia/global learning projects.

EDTC 524, Instructional Design and Development, 3 Units
This course focuses on the utilization of design principles to effectively communicate instructional and professional materials prepared for the classroom, school/district, and professional development use. Implications on the educational experience of teachers, students, and administrators are also explored. Working in collaboration with other class members, students design an educational presentation/product for professional use.

EDTC 526, Practicum in Educational Applications of Technology, 3 Units
The primary focus of this practicum is a research-designed multimedia portfolio that showcases skills the student has acquired in the Online Educational Technology program. This practicum covers research, use of applied software and educational technologies, a growth assessment, comprehensive e-portfolio, and final presentation to conclude the requirements for the master's degree. This course must be taken at the end of the coursework.
Prerequisite: all coursework in educational technology completed

EDTC 527, Special Topics in Educational Technology, 3 Units
The current technologies, trends, and a variety of special topics in educational technology are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

SPED 500, Special Topics, 1-3 Units
This course allows students to complete unit requirements for their credential or degree in special education.

SPED 501, Instructional Strategies for Students with Moderate/Severe Disabilities, 3 Units
This course examines the instructional strategies, instructional methodology, and materials for teaching individuals with moderate/severe disabilities. It focuses on research-based instructional strategies that permit access to the CORE curriculum and grade-level standards, functional academics, life skills, and adaptations and modifications to Core curriculum and California State Standards.

SPED 502, Diagnosis and Prescriptive Intervention for Students with Moderate/Severe Disabilities, 3 Units
This course provides candidates with the knowledge and skills about assessment procedures and remediation strategies to support students with moderate/severe disabilities. The student develops skills by gathering information from a variety of formal and informal sources. Each candidate demonstrates knowledge of principles and strategies of assessment, curriculum, and instruction, and utilizes assessment data to develop IEP goals, objectives, adaptations, and instructional plans.

SPED 503, Behavioral Support to Students with Moderate/Severe Disabilities, 3 Units
This course provides the candidate with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with moderate/severe disabilities. Candidates examine the biological, neurological, and psychological foundations of behavior disorders, appropriate communication, and management strategies that are aligned with instructional practices. The foundations of functional analysis of behavior leading to positive behavior intervention plans are examined. Models of collaborative practices that lead to critical partnerships with students, families, educators and agencies are investigated through skill development and self-analysis.

SPED 508, Current Trends in Transition Planning for Students with Disabilities, 3 Units
This course explores transition processes for students with mild/moderate/severe disabilities across their lifespan. Additionally, this course explores and analyzes the transition processes and procedures integral to a comprehensive secondary transition education program design, including a focus on an outcomes orientation approach in working with all stakeholders in the preparation for post-secondary life in the areas of post-secondary education, employment, and life management, and evidence-based practices in instructional methods for community-based instruction (CBI), career development, work-based learning and integration of technology. The course includes a review of the use of informal and formal assessments that commonly guide the educational professional through the transition process for a student with disabilities (mild/moderate or moderate/severe). Additionally, the course examines promising practices in how to partner with all stakeholders (family, school, community and agency partners) to provide the needed supports and services as the student with disability transitions out of the post-secondary environment.

SPED 509, Technology in Special Education, 3 Units
This course introduces the use of media and technology and its impact on the delivery of services for students with disabilities. Devices (hardware and software) that may be used to adapt computers to the needs of the disabled child are considered such as audiovisual production equipment, commercial instructional materials, and augmentative communication devices, as well as other devices that may be necessary to provide an appropriate education for students with disabilities. (Level II students only)
SPED 510, Research-based Learning Theories, 3 Units
This course engages students in practitioner research to connect multi-intelligence and universal design theories into their special education practices. Students design unit plans to embed technology and differentiated instruction.

SPED 512, Autism Spectrum Disorders: From Theory to Practice, 3 Units
This course develops familiarity with a variety of topics that relate to Autism Spectrum Disorder (ASD). Issues related to diagnosis, etiologies, and characteristics of autism across the lifespan are presented. Candidates demonstrate required knowledge and skill outlined in the Standards: (S1) characteristics for students with ASD, (S2) teaching learning and behavior strategies for students with ASD, and (S3) collaborating with other service providers and Implementation for AB 2302 (Assembly Bass Bill).

SPED 513, Perscriptive Literacy and Math with Assistive Technology, 3 Units
This course addresses the theoretical and practical aspects of implementing active learning environments that exploit technologies to support and access the general education curriculum for students with disabilities in the area of literacy and math. In addition, the course addresses the Assistive Technology initiative law of Technology-Related Assistance for Individuals with Disabilities Act of 1988. The course provides participants with opportunities to use assistive technology to move their students with disabilities toward greater autonomy in and out of the classroom. The National Educational Technology Standards and Performance Indicators for All Teachers are also included.

SPED 521, Collaboration, Inclusion, Community Integration for Students with Moderate/Severe Disabilities, 3 Units
This course provides the candidate with a systems perspective for understanding and supporting individuals with moderate/severe disabilities and their families as they interact with schools and community agencies. The candidate begins to develop an appreciation of the family issues related to living with an individual with a moderate/severe disability. Candidates learn effective collaborative strategies to assist with team building, program development, and joint problem solving, as well as strategies to assist students with moderate/severe disabilities and their families plan for transition from school to work. This course also provides the candidate with theories regarding second-language learners, cultural diversity and social skills in terms of understanding ethnic differences and the dynamics of interacting with the student's family.

SPED 522, Collaboration and Communication Skills of Students with Autism Spectrum Disorder, 3 Units
Designed to develop collaboration and consultation skills of students with Autism Spectrum Disorders (ASD). Includes home-school interactions, family and community support services. Provides an overview of communication, typical and atypical language and communication development across the life span and interventions for the development of language and communication are covered.

SPED 525, Methods of Teaching Reading and Writing, 3 Units
This course prepares teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking, aligned to the state-adopted English Language Arts Content Standards, the Reading/Language Arts Framework (2007), and the Common Core State Standards for English-Language Arts (2012). Through application of research-based instructional practices introduced in the course, candidates learn to address the needs of special education students and the full range of diverse learners, as referenced in the framework and the RICA Content Specifications.

SPED 526, Specialized Academic Instruction: Reading, Writing, and Math, 3 Units
This course introduces candidates to multifaceted and multiliteracy methodologies and strategies necessary for teaching and engaging diverse students with disabilities in mathematics and language arts. Candidates become proficient in making explicit connections between ongoing assessment, student characteristics and strengths, instruction, and curriculum. They learn to analyze data to plan effective and differentiated instruction and interventions, and also how to collaboratively design effective IEP goals while considering the role of technology in those goals.

SPED 528, Assessment and IEP Development, 3 Units
This course examines current assessment mandates for students with mild to moderate to severe disabilities. Teacher candidates study test development and learn to evaluate assessment tools based on current research-based policies and mandates. Candidates also learn to administer and interpret norm-criterion reference assessment instruments and informal surveys or assessment instruments, and come to understand the influence of cultural and linguistic factors in the development of Individual Education Program (IEP) goals and Individual Transition Plans (ITPs).

SPED 529, Positive Behavior Supports for Students with Exceptional Needs, 3 Units
This course provides teacher candidates with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with disabilities. Candidates examine foundations of behavior disorders, appropriate communication, and behavioral support strategies that align with best practices. The foundations of functional analysis of behavior that leads to the development of positive behavior intervention plans are examined. Models of collaborative practices that lead to positive relationships and critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis.
SPED 530, Introduction to Individual Differences and Strengths-based Education, 3 Units
Candidates are introduced to the characteristics of individuals with exceptional needs through strengths-based philosophy and educational practices modeled in the classroom. This course will explore factors including but not limited to cultural differences, socio-economic disadvantages, and gender biases, in order to achieve awareness of students' strengths and individuality of persons with differing experiences. There is an introduction to the legal requirements of educating culturally diverse learners in the least restrictive environments. This course is approved by the California Commission on Teacher Credentialing (CTC) to meet the mainstreaming requirements for a Clear Teaching Credential for the Multiple Subject and Single Subject Preliminary Credential student.

SPED 532, Bilingual Special Education, 3 Units
This course examines issues related to provisions of services to culturally and linguistically diverse students. This is a requirement for intern credential students who are meeting the preservice hours requirement/enhancement program. Emphasis is on techniques and strategies to modify general and special education classrooms to accommodate second-language learners with disabilities, including curriculum development, instructional methodology, and materials for teaching second-language learners with disabilities. Culturally sensitive assessment of second-language learners with disabilities and family-focused interventions is examined.

SPED 533, Assessment and IEP Development for Students with Mild/Moderate/Severe Disabilities, 3 Units
This course examines various assessment tools and strategies that are appropriate to the diverse needs of individual students with mild/moderate/severe disabilities. Candidates learn how to assess the developmental, behavioral, social, communication, career and community life skills needs for students with mild/moderate/severe disabilities. Candidates learn to interpret assessment results to make instructional decisions and develop standards-based Individualized Education Programs.

SPED 535, Counseling, Collaboration, and Consultation, 3 Units
This course assists students in developing skills necessary for successful communication and collaboration and teamwork with administrators, teachers, paraprofessionals, and parents in providing services to individuals with exceptional needs.

SPED 536, Instructional Strategies in English Language Arts (Mild to Moderate), 3 Units
This course integrates RtI (Response to Intervention) with the area of special education as it relates to reading and written language. This course assists the teacher candidate in linking assessment data with mild to moderate disabilities including English language learners. The teacher candidate learns to develop effective IEP goals and integrate assistive technology. The course also addresses issues of classroom organization to ensure the classroom setting promotes equality for all students.

SPED 538, Special Education Issues: Mild/Moderate Disabilities, 3 Units
This course provides original analysis of important conceptual and practical issues faced by professionals involved in educating students with mild to moderate disabilities. It addresses issues surrounding home-school-community partnerships. This course is designed to heighten concern for educational outcomes for all students, and to examine the challenges that alternative practices such as school choice, transitional services, and inclusion create for the professional and student in the field of special education. (Educational Specialist Clear Credential Candidates only)

SPED 540, Instructional Strategies in Mathematics (Mild to Moderate), 3 Units
This course integrates RtI (Response to Intervention) with the area of special education as it relates to math disorders. This course assists the teacher candidate in linking assessment data with research-based effective intervention strategies for individuals with mild/moderate disabilities including English language learners. The teacher candidate learns to develop effective IEP goals and integrate assistive technology. The course also addresses issues of classroom organization to ensure the classroom setting promotes equality for all students.

SPED 541, Positive Behavior Supports to Students with Mild/Moderate/Severe Disabilities, 3 Units
This course examines the legal framework essential to the assessment and development of positive behavior supports and self-management outcomes for students with mild/moderate/severe disabilities. Candidates will learn the functions of behavior and design appropriate behavior support strategies based on functional behavior assessments. Models of collaborative practices that lead to critical partnerships with students, families, educators and agencies are investigated through skill development and self-analysis.

SPED 542, Meeting the Academic Needs of Students with Autism Spectrum Disorder, 3 Units
This course examines methods and teaching strategies required to support students with Autism Spectrum Disorders (ASD). Includes instruction on structuring the learning environment for individual success and curriculum adaptation for students with Autism Spectrum Disorder. The course also includes language and communication strategies appropriate for students with ASD.
SPED 546, Resource Specialist Communication Skills, 3 Units
This course provides the student with a systems perspective for understanding and supporting individuals with disabilities and their families as they interact with schools and community agencies. The student will begin to develop and appreciation of the affective family issues related to living with an individual with a disability. Students will learn effective consultative, communicative, and collaborative strategies to assist with team building, program development, and joint problem solving in school and agency settings. Skills are developed for successful communication and teamwork with administrators, teachers, paraprofessionals, and parents in the provision of services to individuals with exceptional needs.

SPED 547, Implementation of Special Education Legislation, 3 Units
An overview of special education legal mandates is provided to students as articulated in the Individuals Disabilities Educational Act (IDEA) 2004. Students also study techniques of conducting pupil identification, Individualized Education Program (IEP) meetings, coordinating individualized education programs, monitoring timelines, and observing parents' rights and due process procedures. (Education Specialist Clear Credential Candidates and Adaptive Physical Education Candidates only)

SPED 548, Staff Development and Parent Education Techniques, 3 Units
Students will learn effective consultative, communicative and collaborative strategies to assist with team building, program development and joint problem solving in school and agency settings. Techniques are discussed for planning and providing staff development and in-service education for administrators, teachers, and paraprofessionals in the implementation of special education legislation and provision of services. The course includes methods of development and implementation of parent-education workshops.

SPED 551, Clinical Practice I: Mild to Moderate Disabilities, 2 Units
Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities in which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. During their clinical practice experience, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for their grade and instructional level, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

SPED 552, Clinical Practice II: Mild to Moderate Disabilities, 2 Units
Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities in which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. During their clinical practice experience, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for their grade and instructional level, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

Prerequisite: SPED 551

SPED 554, Advanced Study: Teaching Special Populations, 3 Units
This course builds on the knowledge, skills, and strategies candidates acquire during coursework for a preliminary teaching credential. Each candidate: (a) becomes familiar with statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements; (b) discusses the statutory and/or local provisions relating to the education of students who are gifted and talented; (c) demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities; and (d) demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade-level, state-adopted academic content standards for students at high performance levels. Finally, each candidate demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented. This course fulfills the CTC Standard for Exceptional Learner coursework required for 2042 Clear Credential. It requires permission of the program director and may not be taken prior to being recommended for the 2042 Preliminary Teaching Credential.
SPED 555A, Field Experience and Seminar (Intern), 1 Unit
This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.
Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 555B, Field Experience and Seminar (Intern), 1 Unit
This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.
Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 556A, Field Experience and Seminar (Non-Intern), 1 Unit
This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.
Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 556B, Field Experience and Seminar (Non-Intern), 1 Unit
This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.
Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 558, Advanced Theory and Research-based Practices for Supporting Students with Disabilities, 3 Units
This course builds on the knowledge, skills, and strategies candidates acquired during coursework for a preliminary teaching credential (mild/moderate or moderate/severe). Each candidate becomes familiar with the current theoretical models for serving students with disabilities in different settings. The course examines evidence-based instructional and behavioral practices for supporting students with disabilities in the classroom. Candidates demonstrate the ability to create a socially positive, instructionally rich, and behaviorally supportive environment for students with disabilities in a general education setting. Each candidate demonstrates the ability to establish cooperative and collaborative relationships with the families and community/school professionals significant to the education of students with disabilities.
Prerequisite: Admission to special education credential program

SPED 565A, Field Experience and Seminar (Intern), 1 Unit
This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.
SPED 565B, Field Experience and Seminar (Intern), 1 Unit
This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

SPED 566A, Field Experience and Seminar (Non-Intern), 1 Unit
This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s).

SPED 566B, Field Experience and Seminar (Non-Intern), 1 Unit
This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s).

SPED 571, Clinical Practice I: Moderate to Severe Disabilities, 2 Units
Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students’ Individual Educational Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students’ current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students’ progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

SPED 572, Clinical Practice II: Moderate to Severe Disabilities, 2 Units
Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students’ Individual Educational Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students’ current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students’ progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

SPED 575A, Clinical Practice I (Contract Teaching, K-12), 1 Unit
Credit is given for a nine-week term in Fall I or Spring I (SPED 575A) or Fall II or Spring II (SPED 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

SPED 575B, Clinical Practice II (Contract Teaching, K-12), 1 Unit
Credit is given for a nine-week term in Fall I or Spring I (SPED 575A) or Fall II or Spring II (SPED 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

Prerequisite: SPED 571

Corequisite: SPED 575A
SPED 576A, Clinical Practice I (Student Teaching, K-12), 1 Unit
Students complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for Preliminary Mild/Moderate Disabilities Specialist Credential. Applications for enrollment in Clinical Practice must be made by April 1 for the fall semester, or by October 1 for the spring semester.
Prerequisites: Admission to Mild/Moderate Disabilities Credential program; student must submit application and be cleared prior to student teaching.

SPED 576B, Clinical Practice II (Student Teaching, K-12), 1 Unit
Students complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for Preliminary Mild/Moderate Disabilities Specialist Credential. Applications for enrollment in Clinical Practice must be made by April 1 for the fall semester, or by October 1 for the spring semester.
Prerequisites: Admission to Mild/Moderate Disabilities Credential program; student must submit application and be cleared prior to student teaching.

SPED 581, Historical and Philosophical Perspectives of Disability Studies, 3 Units
This course explores and analyzes the key definition of disability in light of the major theories, methodological approaches, and proposed public policy uses that shape them. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience. A diverse set of current research articles on disability studies is analyzed to serve as examples and raise questions about how different research topics have been addressed and might be used to stimulate future studies. The course considers how civil rights, human rights, self-determination, social policy, and participative action research influence disability studies.
Prerequisite: SPED 582

SPED 582, Theories of Learning and Research in Disabilities Studies, 3 Units
This advanced course enables candidates to become more informed consumers and designers of empirical research. Qualitative, quantitative, and mixed-method approaches to designing and collecting data are examined within the context of the special education discipline. This course is the second of four core course requirements for the master's degree program in special education. This course develops knowledge and skills in educational research and inquiry. The candidate chooses a research method and begin to frame the research in order to continue with the research process for the next core requirement.

SPED 583, Current Trends in Curriculum and Disabilities Studies, 3 Units
This course explores and analyzes the key definition of disability in light of the major theories, methodological approaches, and proposed public policy uses that shape them. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience. A diverse set of current research articles on disability studies is analyzed to serve as examples and raise questions about how different research topics have been addressed and might be used to stimulate future studies. The course considers how civil rights, human rights, self-determination, social policy, and participative action research influence disability studies.

SPED 584A, Guided Research Project: Procedures, 3 Units
Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all of the pieces developed in the previous research core courses and develop a research plan, making data-driven decisions for the development and implementation of the research plan. The research process is reviewed with the emphasis on design, application, and consumption, as well as standards for writing research papers.
Prerequisite: Admission to SPED Credential program

SPED 584B, Guided Research Project: Findings, 3 Units
Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all of the pieces developed in the previous research core courses and develop a research plan, making data-driven decisions for the development and implementation of the research plan. The research process is reviewed with the emphasis on design, application, and consumption, as well as standards for writing research papers.

SPED 585A, Clinical Practice/Seminar for Moderate/Severe Disabilities I (Contract Teaching), 2 Units
Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.
SPED 585B, Clinical Practice/Seminar for Moderate/Severe Disabilities II (Contract Teaching), 1 Unit
Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 586A, Clinical Practice/Seminar for Moderate/Severe Disabilities I (Student Teaching), 2 Units
Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 586B, Clinical Practice/Seminar for Moderate/Severe Disabilities II (Student Teaching), 1 Unit
Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

TESP 505, Educational Foundations (K-12), 3 Units
This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, implementation of California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

Corequisites: TESP 515 and TEP 565A; Single Subject

Corequisites: TEP 517 and TEP 567A; Special Education

Corequisites: TESP 515 and SPED 565A

TESP 506, Educational Foundations (K-12), 3 Units
This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, implementation of California Common Core State Standards (CCSS).

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

Corequisites: TESP 516 and TEP 566A; Single Subject

Corequisites: TEP 518 and TEP 568A; Special Education

Corequisites: TESP 516 and SPED 566A

TESP 515, Clinical Experiences in Teaching Reading and Writing (K-12), 3 Units
This course covers the content and methodology of a comprehensive reading program, which include, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, the four communication skills of listening, speaking, reading, and writing, and the English-language arts Common Core State Standards (CCSS). Specific content knowledge needed in preparation for RICA is also covered in this course. This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject or Special Education Credential programs; Multiple Subject

Corequisites: TESP 505 and TEP 565A; Special Education

Corequisites: TESP 505 and SPED 565A
TESP 516, Clinical Experiences in Teaching Reading and Writing (K-12), 3 Units
This course covers the content and methodology of a comprehensive reading program, which include, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, the four communication skills of listening, speaking, reading, and writing, and the English-language arts Common Core State Standards (CCSS). Specific content knowledge needed in preparation for RICA is also covered in this course.
Prerequisite: Admission to Multiple Subject or Special Education Credential programs; Multiple Subject
corequisites: TESP 506 and TEP 566A; Special Education
corequisites: TESP 506 and SPED 566A

TESP 555, Clinical Experiences in Teaching English Language Learners (K-12), 3 Units
This course affords teacher candidates opportunities to learn and communicate knowledge and strategies for working with English language learners. This includes examining and experiencing teaching strategies and materials for developing students' receptive and expressive language skills, as well as their ability to engage in academic language critical thinking skills. An introduction to theory and principles of second language acquisition, and practice in using SDAIE and ELD strategies form a portion of the course content. Participants examine the most recent California adopted English language and academic content standards for effective instructional design for English learners. This course examines the interactions between students' cultural, linguistic, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity and gain knowledge of issues related to cultural contact and cross-cultural interactions. This course assists students to prepare acquire skills for engaging the California Teaching Californian Teacher Performance Assessment (TPA) Designing Instruction. This is not a TPA preparatory class, but materials and insights from this course class assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities. This course is specifically designed for direct application of practice by intern teachers.
Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject
corequisites: TEP 525 and TEP 565B; Single Subject
corequisites: TEP 527 and TEP 567B; Special Education
corequisites: SPED 566B

TESP 556, Methods of Teaching English Language Learners (K-12), 3 Units
This course affords teacher candidates opportunities to learn and communicate knowledge and strategies for working with English learners. This includes examining and experiencing teaching strategies and materials for developing students' receptive and expressive language skills, as well as their academic language skills. An introduction to theory and principles of second language acquisition, and practice in using SDAIE and ELD strategies form a portion of the course content. Participants examine the most recent California adopted English language and academic content standards for effective instructional design for English learners. This course examines the interactions between students' cultural, linguistic, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity and gain knowledge of issues related to cultural contact and cross-cultural interactions. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Designing Instruction. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.
Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs;
Corequisites: Multiple Subject TEP 526 and TEP 566B; Single Subject TEP 528 and TEP 568B; Special Education SPED 566B