EDSP 119. Legal and Social Foundations of Special Education. 3 Units
Term Typically Offered: Fall, Spring

Course provides analysis and practical application of social, legal, and ethical practices in the field of special education. Provides candidates with an overview of state and federal laws and regulations, current case law, and up-to-date mandates from No Child Left Behind. Competencies needed to develop individualized programming for children with disabilities (IEP and IFSP), verification criteria, parent’s rights, IEP development and implementation, goal and objective development, placement procedures and IEP monitoring will be emphasized.

EDSP 201. Developing Collaborative Partnerships with Families, Professionals, and Communities. 3 Units
Prerequisite(s): Admittance to the Education Specialist Credential Program: Early Childhood Special Education.
Term Typically Offered: Fall only

Overview of the historical, philosophical, theoretical/empirical, and legal bases for family centered, relationship based special education services. Emphasis is on developing cross-cultural competence and a strengths-based, student centered approach to empowering families and advocating for students with disabilities. Students will develop skills required to build and maintain collaborative relationships through effective communication and teaming with families, students, professional colleagues, and community members. These skills will be applied in the context of school family-community partnerships, professional partnerships, person-centered planning/future planning, and IFSP/IEP development.

EDSP 205. Methods in Access and Inclusion in the Core Curriculum: Mod/Severe Disabilities. 3 Units
Prerequisite(s): EDSP 209, EDSP 216/216B, or advisor approval.
Term Typically Offered: Fall, Spring

Focus will be on the following four areas: 1) unit design, varied and modified outcomes, and evaluation of student skills; 2) instructional implementation strategies, including modeling, demonstration, direct and indirect, discovery, and cognitive/meta-cognitive strategies; 3) varied instructional formats and groupings, including cooperative learning, peer-mediated instruction, peer tutoring, and peer coaching; and 4) adaptations and accommodations which will enhance success for the full range of students with disabilities within the general education curriculum.

EDSP 206. Collaborative Program Planning with Families, Professionals, and Communities. 3 Units
Prerequisite(s): Admittance to Mild/Moderate or Moderate/Severe Credential program or advisor approval
Term Typically Offered: Fall, Spring

Students will develop skills in the areas of: family collaboration; school and community collaboration in the context of IEP development and school partnerships; cross-cultural competence; communication; person-centered planning/future planning; partnering with families; transdisciplinary teaming to develop the IEP and the ITP; and facilitating social relationships and friendships as part of the school experience.

EDSP 207. Secondary/Post-Secondary Methods and Transition Planning: Moderate/Severe Disabilities. 3 Units
Prerequisite(s): EDSP 119, EDSP 206, EDSP 413, or advisor approval.
Term Typically Offered: Fall, Spring

Students will develop knowledge and skills related to strategies for collaboration and inclusion with general education faculty members in the middle and high school environment. Students will develop skills in community-based instruction transition planning, in addition to designing outcomes and supports within the general education curriculum. Students will also gain knowledge and skills related to vocational and supported employment, and preparation for work after high school, and how to facilitate a successful transition to post-secondary education, supported living, and supported employment.

EDSP 208. Evidenced-based Assessment and Instruction: Mod/Severe Disabilities. 3 Units
Prerequisite(s): EDSP 119, EDSP 230/230B, EDSP 235 advisor approval.
Corequisite(s): EDSP 414
Term Typically Offered: Fall, Spring

Students will be provided with a strong basis in ecological and functional assessment in inclusive school and community environments. Students will develop the ability to: a) set up performance analyses within natural environments; b) map out cognitive initiation vs. performance, and the communication requirements of various settings; c) conduct baselines within general education classrooms, the school, and the community, and develop resulting IEP goals and objectives; and, d) write effective and systematic instructional programs to teach a wide variety of skills across natural environments.

EDSP 209. Developing Augmentative & Alternative Communication Systems: Assessment and Intervention. 3 Units
Prerequisite(s): EDSP 119, EDSP 206, EDSP 235 or advisor approval.
Term Typically Offered: Fall, Spring

Participants will learn: a) how to assess communicating behavior from nonsymbolic to symbolic and unintentional to sophisticated in students with disabilities; b) to work with audiologists and ophthalmologists to assess sensory functioning related to communication; c) to develop communication system intervention plans, both low and high tech; and d) how to implement instruction across multiple environments and with multiple partners. In addition, students will learn strategies for facilitating interactions between students with and without disabilities, teaching others to utilize adapted communication systems, and collaboration with varied professionals.

EDSP 210. Assessment and Evaluation in Early Childhood Special Education. 3 Units
Prerequisite(s): Admittance to the Education Specialist Credential Program: Early Childhood Special Education
Term Typically Offered: Fall only

Quality practices in early childhood assessment using a range of culturally appropriate tools and techniques, parent-professional-collaboration, transdisciplinary team assessment, assessment reporting and translating results into intervention planning. Participants will demonstrate skills in planning, carrying out and reporting results of assessments/evaluations for eligibility determination, program planning, and monitoring ongoing progress for infants, young children and their families.
EDSP 211. Curriculum, Intervention Strategies, and Environments in ECSE I: Infants & Toddlers. 3 Units
Prerequisite(s): Admittance to the Education Specialist Credential Program: Early Childhood Special Education
Term Typically Offered: Spring only

Designed to develop the skills necessary to design and implement developmentally appropriate curriculum and intervention strategies for infants and toddlers with disabilities in a range of learning environments including home, center-based and community programs.

EDSP 212. Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool. 3 Units
Prerequisite(s): Admittance to the Education Specialist Credential Program: Early Childhood Special Education
Term Typically Offered: Fall only

Designed to develop the skills necessary to design and implementation developmentally appropriate curriculum and intervention strategies for young children with disabilities in a range of learning environments including home, center-based and community programs. Lecture.

EDSP 216. Understanding the Implications of Developmental Diversity in Children. 3 Units
Term Typically Offered: Fall only

Using a critical disability theory perspective, examines early development of young children across developmental areas. Explores: 1) atypical development due to prenatal, perinatal, and early childhood developmental risk factors; 2) childhood development theories and how they support educators' understanding of children, families and developmentally appropriate practices; 3) service delivery models and key transitions; and 4) implications of developmental disabilities across the lifespan.

EDSP 218. Instructional Strategies: Low Incidence Disabilities. 3 Units
Prerequisite(s): EDSP 205, EDSP 208, EDSP 414 or advisor approval
Corequisite(s): EDSP 236, EDSP 415 or EDSP 421 or advisor approval
Term Typically Offered: Fall, Spring

Students will learn advanced methods of assessment and instruction for students with moderate and severe disabilities. Students will learn to design assessments and work with transdisciplinary team members to write an integrated assessment report, and present the report. Students will develop IEPs/ITPs based on the transdisciplinary information, write instructional programs using research-based methods, and design methods for monitoring progress using ongoing instructional data.

EDSP 220. Language and Literacy in Inclusive Classrooms I. 3 Units
Term Typically Offered: Fall, Spring

This course provides candidates with the evidence based principles and systematic and explicit techniques to develop phonological awareness, phonics, concepts about print, oral and written language, and word recognition strategies. Candidates will learn techniques specific to assessing a student in reading and applying the information to assist the student with reading difficulties. Accommodations and modifications for students with mild, moderate, and severe disabilities will be emphasized.

EDSP 221. Language and Literacy in Inclusive Classrooms II. 3 Units
Prerequisite(s): EDSP 220
Term Typically Offered: Fall, Spring

Course provides candidates with evidence based principles, systematic and explicit techniques, procedures in reading fluency, comprehension, and vocabulary development. Candidates will learn literal and higher level comprehension strategies that assist students in understanding narrative and expository text. Candidates will receive instruction on the principles, techniques, and procedures for teaching spelling, handwriting, and critical study skills. Accommodations and modifications for students with mild, moderate, and severe disabilities will be emphasized.

EDSP 225A. Assessment and Evaluation for Students with Mild/ Moderate Disabilities. 2 Units
Prerequisite(s): Admittance to Mild/Moderate/Severe Credential program or permission of respective special education coordinator.
Corequisite(s): EDSP 225B
Term Typically Offered: Fall, Spring

Candidates examine relationships between assessment, curriculum, and instruction through application of a variety of formal and informal assessments and curricula. Candidates administer and interpret norm-referenced, criterion-referenced, and curriculum-based instruments that assess academic achievement, social behavior, and emotional functioning. Candidates learn basic principles and strategies related to using and communicating results of a variety of assessment and evaluation approaches. Authentic assessment strategies, specifically designed to support and inform instruction, will be emphasized.

EDSP 225B. Assessment and Evaluation for Students with Mild/ Moderate Disabilities Lab. 1 Unit
Corequisite(s): EDSP 225A
Term Typically Offered: Fall, Spring

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDSP 225A) in a setting serving students with mild/moderate disabilities.

Credit/No Credit

EDSP 229. Curriculum and Instruction Strategies for Students with Mild/Moderate Disabilities. 3 Units
Prerequisite(s): Admittance to Mild/Moderate, Moderate/Severe, Multiple Subjects, and Single Subject Credential programs or permission of respective special education advisors.
Term Typically Offered: Fall, Spring

Methods for designing and implementing instruction for students with mild/moderate disabilities. Topics include typical/atypical human development, resilience and protective factors, evidenced-based instructional strategies, designing and managing environments and materials, differentiated instruction, collaborative teaming to design and evaluate integrated services, technology (including assistive technology) to support access to general education curriculum, implementation of UDL, modifications and adaptations of state standards, components of IDEA and their implication for a multidisciplinary approach developing IEPs for special needs students included in general education classrooms.
EDSP 229B. Curriculum and Instruction Strategies for Students with Mild/Moderate Disabilities Lab. 1 Unit
Corequisite(s): EDSP 229
Term Typically Offered: Fall, Spring

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDSP 229) in a setting for students with mild/moderate disabilities who receive special education services. Students will verify multiple experiences across the age-span and in inclusive settings, agencies, and other natural environments. Credit/No Credit

EDSP 230. Positive Behavior Supports for Students with Mild, Moderate, and Severe Behavioral Challenges. 3 Units
Term Typically Offered: Fall, Spring

Comprehensive study and application of intervention strategies that enhance the quality of life for students with mild/moderate disabilities. Students will learn (a) how to design learning environments that prevent and reduce problem behaviors, (b) learn how to identify and assess problem behavior using functional behavioral assessment methods, (c) learn how to design and implement positive behavioral support interventions which are in compliance with federal IDEA law, and (d) apply behavioral procedures on a systemic, school wide basis.

EDSP 230B. Positive Behavior Supports for Students with Mild, Moderate, and Severe Behavioral Challenges Lab. 1 Unit
Prerequisite(s): EDSP 230
Corequisite(s): EDSP 230
Term Typically Offered: Fall, Spring

Comprehensive study and application of intervention strategies that enhance the quality of life for students with mild/moderate disabilities. Students will learn (a) how to design learning environments that prevent and reduce problem behaviors, (b) learn how to identify and assess problem behavior using functional behavioral assessment methods, (c) learn how to design and implement positive behavioral support interventions which are in compliance with federal IDEA law, and (d) apply behavioral procedures on a systemic, school wide basis.

EDSP 232. Effective Communication and Collaborative Partnerships. 2 Units
Term Typically Offered: Fall, Spring

The content provided in this course is directed toward the preparation of pre-service and/or intern teachers of students with mild/moderate disabilities. To facilitate positive and inclusive environments, the course provides instruction in effective communication, collaboration, and consultation with individuals with disabilities and their family, primary caregivers, general/special education teachers, related service personnel, administrators, the business community and public/non-public agencies. Candidates will also be supported in the development of a Preliminary Mild/Moderate Education Specialist Portfolio.

EDSP 233. Final Student Teaching Seminar: Mild/Moderate. 1 Unit
Prerequisite(s): EDSP 232
Corequisite(s): EDSP 472 or EDSP 473
Term Typically Offered: Fall, Spring

Designed to allow the special education candidate teacher/intern to focus upon two overall issues pertaining to their specific needs: problems and resolutions particular and general to their teaching assignment and culminating portfolio development. Credit/No Credit

EDSP 234. Directed Fieldwork Seminar: Early Childhood Special Education. 1 Unit
Prerequisite(s): Admission to the Education Specialist Credential Program: Early Childhood Special Education
Corequisite(s): EDSP 474 or EDSP 475 or EDSP 476 or EDSP 477
Term Typically Offered: Fall, Spring, Summer

Designed to allow the ECSE teacher candidate to focus on two overall issues: Problems and resolutions particular and general to their teaching assignment, and the development and/or refining of a preliminary Level I Performance Portfolio.

Note: May be repeated for up to 2 units of credit.

EDSP 235. Field Seminar in Program and Instruction: Mod/Severe Disabilities. 2 Units
Prerequisite(s): Admission into Mild/Moderate or Moderate/Severe Credential program or advisor approval
Term Typically Offered: Fall, Spring

This field seminar will provide group discussion as well as direct instructional guidance in classrooms and schools in which students in the Moderate/Severe Specialist Credential or Autism Spectrum Disorders Added Authorization (ASDAA) are conducting their assignments.

EDSP 236. Student Teaching Seminar: Moderate/Severe Disabilities. 1 Unit
Prerequisite(s): EDSP 208 and EDSP 414
Corequisite(s): EDSP 218, EDSP 415 or EDSP 421 or advisor approval
Term Typically Offered: Fall, Spring

This seminar accompanies the final Student Teaching II experience. Students will meet for two hours, eight times, during the semester to discuss their experiences and problem solve any questions or challenges related to their Student Teaching II requirements. Since this is the advanced experience, it is expected that the seminar will be primarily focused on professional issues related to the collaborative implementation of effective programs for students with moderate/severe disabilities. At each meeting there will be topics for discussion generated by the professor, but also time for collaborative problem solving around specific students and program issues in the student teaching settings. Credit/No Credit
EDSP 237. Transition Strategies for Students with Mild/Moderate Disabilities. 3 Units
Term Typically Offered: Fall, Spring

Candidates will examine legal mandates specific to transition planning and implementation, and evaluate transitional life experiences for students with mild/moderate disabilities across the lifespan. Candidates will explore and implement social skills, and career and vocational program planning for secondary students with Mild/Moderate disabilities. Planning will include the student, community services, and other community resources such as parents and various professionals that will lead to increased student learning with career goals and objectives to support their transition to post-school settings.

EDSP 237B. Transition Strategies for Students with Mild/Moderate Disabilities Lab. 1 Unit
Corequisite(s): EDSP 237.
Term Typically Offered: Fall, Spring

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDSP 237) in inclusive setting for students with mild/moderate disabilities.
Credit/No Credit

EDSP 250. Education Research. 3 Units
Prerequisite(s): Advancement to Candidacy for Special Education concentration; passing WPG exam for all other concentrations.
Term Typically Offered: Fall, Spring

Studies qualitative and quantitative methods in the development of reliable knowledge in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. Classified students are encouraged to take this course early in their graduation programs.

EDSP 251. Education in a Democratic, Pluralistic Society. 3 Units
Prerequisite(s): Passing WPG exam
Term Typically Offered: Fall, Spring

Advanced study of social and psychological issues which need to be considered in education relating to the client, the educator, the community and society. Addresses implications of theories of learning, assessment, individual differences and social/political influences.

EDSP 276A. Education of Students with Emotional and Behavioral Disorders. 2 Units
Prerequisite(s): Admittance into Mild/Moderate or Moderate/Severe Credential or M.A. in Education programs and EDSP 230 or equivalent
Corequisite(s): EDSP 276A
Term Typically Offered: Fall, Spring

Concentrate on the assessment, characteristics, interventions and classroom strategies, which uniquely address the educational needs of students with emotional and behavioral disorders. Students will review current laws, policies and selected literature specific to students identified as EBD and their families. Strategies to create and promote collaborative partnerships with parents, mental health representatives and/or other service providers will be presented.

EDSP 276B. Education of Students with Emotional and Behavioral Disorders - Lab. 1 Unit
Prerequisite(s): Admittance into Mild/Moderate or Moderate/Severe Credential or M.A. in Education programs and EDSP 230 or equivalent
Corequisite(s): EDSP 276A
Term Typically Offered: Fall, Spring

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDSP 276A) in serving students with emotional and behavioral disorders. Students are required to participate in class visitations, agency visitations, and interviews.

EDSP 281. Critical Issues in Special Education Research and Practice. 6 Units
Prerequisite(s): Successful completion of Education Specialist Credential coursework and student teaching–Mild/Moderate Disabilities Credential, Moderate/Severe Disabilities Credential or Early Childhood Special Education Credential program
Term Typically Offered: Summer only

This course provides an introduction to Action Research in the field of special education. The overall goal is to improve teacher effectiveness in the classroom through research and develop teacher-researchers, producers and consumers of empirical knowledge. Students will develop research writing skills to understand problems of practice, critical issues, and policy in special education. The course is designed to facilitate connections between methodological paradigm and teaching practices related to doing action research and covers quantitative, qualitative, and mixed-methods research approaches.

EDSP 290. Seminar for Culminating Experiences. 3 Units
Prerequisite(s): Approval of Culminating Experience Proposal or instructor permission.
Seminar to focus on topics/elements/expectations to be included in the culminating experiences (thesis, project, or comprehensive exam). Successful completion of the course requires completion of Chapters 1 and 2 of the thesis/project and the beginning of Chapter 3 for the MA thesis/project option or an exam petition to be approved by the departmental exam committee, including annotated bibliographies and position papers on the focal topics for the MA comprehensive exam option.

EDSP 292. Teaching English Learners with Disabilities. 3 Units
Term Typically Offered: Fall, Spring

Candidates will learn basic principles, strategies and procedures for teaching English Learners with disabilities. Compliance and legal issues related to English Learners identified with disabilities, including writing linguistically appropriate goals and objectives, and implementing culturally responsive strategies will be addressed. Systematic and explicit strategies for accommodating and modifying curricular materials for English Learners with disabilities in inclusive classrooms will be emphasized.

EDSP 292B. Teaching English Learners with Disabilities Lab. 1 Unit
Corequisite(s): EDSP 292
Term Typically Offered: Fall, Spring

Field-based practice lab will be a synthesis and application of course content (EDSP 292) in the implementation of culturally responsive, systematic and explicit strategies, and curricular material involved in teaching English Learners with disabilities in inclusive classrooms.
Credit/No Credit
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>EDSP 297</td>
<td>Current Issues in Special Education</td>
<td>3</td>
<td>EDSP 236 or advisor approval</td>
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<td>Examines current issues in special education through review of selected</td>
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<td>journal articles, presentations by guest lecturers and class discussion.</td>
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<td>Students will be required to write a series of brief position papers in</td>
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<td>professional style on selected topics.</td>
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<td>EDSP 298</td>
<td>Master's Seminar in Special Education</td>
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<td>EDSP 297</td>
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<td>Students choosing Program A for the M.A. in Education, Special Education</td>
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<td>option must register for the seminar during their final semester of study,</td>
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<td>students will study problems and issues associated with specialty areas as</td>
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<td>well as with the field of special education as a whole.</td>
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<td>EDSP 299</td>
<td>Special Problems: Special Education</td>
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<td>EDSP 297</td>
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<td>Individual projects for Special Education credential candidates at graduate/</td>
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<td>credential level especially for students capable of independent study.</td>
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<td>Admission by written approval of the instructor with whom the student will</td>
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<td>be working and the Department Chair.</td>
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<td>Note: This course may be repeated for up to 9 units of credit.</td>
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<td>EDSP 413</td>
<td>Field Experience I: Moderate/Severe Disabilities</td>
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<td>EDSP 235 or advisor approval</td>
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<td>Students will spend two days per week in a school where students with</td>
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<td>moderate/severe disabilities are included in general education classes and</td>
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<td>other school activities. They will be assigned both a general and special</td>
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<td>special education cooperating teacher. These teachers will work with the</td>
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<td>University supervisor to make sure that the student is able to complete</td>
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<td>the assignments and required competencies. The University supervisor will</td>
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<td>observe and evaluate the practicum student at least four times during the</td>
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<td>semester. An evaluation will be completed at the end of the semester.</td>
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<td>EDSP 414</td>
<td>Field Experience II: Moderate/Severe</td>
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<td>EDSP 413 or equivalent</td>
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<td>The second phase of supervised field experience for specialist candidates in</td>
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<td>the Level I moderate/severe program or ASDAA program. Candidates spend 160-</td>
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<td>hours in a school setting with students who have moderate/severe disabilities.</td>
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<td>They will work directly with a qualified cooperating teacher and a University</td>
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<td>supervisor throughout a semester to complete assignments and required</td>
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<td>competencies. Assignment evaluation will be based on written and observational</td>
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<td>criteria. An evaluation will be completed at the midterm and at the end of</td>
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<td>the semester.</td>
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The culminating phase of field experience for specialist candidates in the Level I moderate/severe credential program. Candidates will spend 320-hours in a public school setting with students who have moderate/severe disabilities. They will work directly with a qualified mentor/cooperating teacher and a University supervisor throughout a semester to complete assignments and required competencies. Assignment evaluation will be based on written and observational criteria. An evaluation will be completed at the midterm and at the end of the semester.

Credit/No Credit

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisite(s)</th>
<th>Corequisite(s)</th>
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<tr>
<td>EDSP 420</td>
<td>Multiple Subject Field Experience</td>
<td>4</td>
<td>EDSP 236</td>
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<td>Initial (Phase I) Multiple Subject credential student teaching, with</td>
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<td>integrated methods coursework, is a M-F, half-day fieldwork requirement.</td>
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<td>Effective Instruction and classroom management are the focus of the Initial</td>
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<td>Phase I student teaching experience. Candidates must meet the criteria for</td>
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<td>student teaching to be accepted to this course.</td>
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<td>Note: This is a full semester student teaching experience.</td>
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<tr>
<td>EDSP 420A</td>
<td>Multiple Subject Student Teaching</td>
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<td>EDSP 414</td>
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<td>Final semester of a Multiple Subject credential student teaching with</td>
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<td>integrated methods coursework requires M-F, full-day participation of the</td>
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<td>student. Emphasis on classroom teaching and further experience with</td>
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<td>community services. Candidates must meet the criteria for student teaching</td>
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<td>to be accepted to this course.</td>
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<td>Note: Approximately 300+ hours are required to meet competencies.</td>
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<td>EDSP 421</td>
<td>Intern Teaching: Moderate/Severe Disabilities</td>
<td>5</td>
<td>EDSP 414 and instructor approval</td>
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<td>Intern teaching full day, M-F, for the semester in a host LEA/District</td>
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<td>providing services for students receiving moderate/severe special education</td>
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<td>services. Interns must meet CTC-mandated criteria and district must have an</td>
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<td>active Memorandum of Understanding with the university. Intern serves as a</td>
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<td>teacher of record and is employed by the district. Is supported by a university</td>
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<td>supervisor and an on-site mentor to make progress towards the program</td>
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<td>competencies and standards. An evaluation will be completed at the midpoint</td>
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<td>and at the end of the semester.</td>
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EDSP 471. Initial Student Teaching: Mild/Moderate. 4 Units
Term Typically Offered: Fall, Spring
Candidates will student teach half day/five days per week for the full semester in a setting that serves students with mild/moderate disabilities. Cooperating teachers will work with the University supervisor to support the candidate in completing required assignments and competencies. An evaluation will be completed at the mid point and end of the semester.
Note: Signature of credential candidates’ special education advisor is required on application for student teaching.
Credit/No Credit

EDSP 472. Student Teaching: Mild/Moderate. 5 Units
Prerequisite(s): EDSP 471 or equivalent
Corequisite(s): EDSP 233
Term Typically Offered: Fall, Spring
Student teaching full day, M-F, for the semester in a cooperating LEA District providing services for students receiving mild/moderate special education. Cooperating teachers work with the University supervisor to support the candidate in completing the required assignments and competencies. An evaluation will be completed at the mid point and end of the semester. Variable units depending on instructor recommendation and individualized student and program considerations.
Note: Signature of credential candidates’ special education advisor is required on application for student teaching.
Credit/No Credit

EDSP 473. Intern Teaching: Mild/Moderate Disabilities. 5 Units
Prerequisite(s): All criteria related to recommendation for the intern credential and instructor approval
Corequisite(s): EDSP 233
Term Typically Offered: Fall, Spring
A credit/no credit directed internship in a district, county office of education or program serving students with mild/moderate disabilities. Candidates must meet the criteria for an internship to be accepted to this course. A University supervisor will support the candidate in completing all required competencies. An evaluation will be completed at mid point and end of the semester.
Note: Signature of credential candidates’ special education advisor is required on application.
Credit/No Credit

EDSP 474. Directed Field Experience in ESCE: Infants/Toddlers. 3 Units
Prerequisite(s): Admittance to the Education Specialist Credential Program: Early Childhood Special Education
Corequisite(s): EDSP 234
Term Typically Offered: Fall, Summer
Directed field experience in a cooperating school district, county office of education or appropriate privately operated program providing early intervention services for infants and toddlers and their families. Candidates must secure faculty approval by prior application for directed field experience.
Credit/No Credit

EDSP 475. Directed Field Experience in ECSE II: Preschool. 3 Units
Prerequisite(s): Admittance to the Education Specialist Credential Program: Early Childhood Special Education
Corequisite(s): EDS 234
Term Typically Offered: Fall, Spring
Directed field experience in a cooperating school district or county office of education program providing special educational services for preschoolers and their families. Candidates must secure faculty approval by prior application for directed field experience.
Credit/No Credit

EDSP 476. Internship in ECSE: Infants & Toddlers. 10 Units
Prerequisite(s): Admittance to the Education Specialist Credential Program: Early Childhood Special Education
Corequisite(s): EDS 234
Term Typically Offered: Fall, Spring, Summer
Internship in a cooperating District or County Office of Education providing special educational services for infants and toddlers and their families. Candidates must meet the criteria for an internship in order to register. Students may enroll in EDSP 474, Directed Field Experience in ECSE I: Infants & Toddlers, as an alternative to EDSP 476. Ten units, approximately 320 field hours, are required to meet competencies.
Credit/No Credit

EDSP 477. Internship in ECSE: Preschool. 10 Units
Prerequisite(s): Admittance to the Education Specialist Credential Program: Early Childhood Special Education
Corequisite(s): EDS 234
Term Typically Offered: Fall, Spring
Internship in a cooperating District or County Office of Education providing special educational services for preschoolers and their families. Candidates must meet the criteria for an internship in order to register. Students may enroll in EDSP 475, Directed Field Experience in ECSE II: Preschool, as an alternative to EDSP 477. Ten units, approximately 320 field hours, are required to meet competencies.
Credit/No Credit

EDSP 500. Master of Arts Thesis: Special Education. 3 Units
Prerequisite(s): Approval of Culminating Experience Proposal or instructor permission
Term Typically Offered: Fall, Spring
Completion of a thesis approved for the Master’s degree.

EDSP 501. Master of Arts Project: Special Education. 3 Units
Prerequisite(s): Approval of Culminating Experience Proposal or instructor permission
Term Typically Offered: Fall, Spring
Completion of a project that integrates research with development of a product related to instruction of persons with disabilities.