EDSP 400 FOUNDATIONS OF SPECIAL EDUCATION (3)
In this course, students are presented with the history, philosophy and legal requirements related to the implementation of special education services for students with disabilities and their families. Foundational knowledge on typical and atypical human development, examination of disability risk conditions, understanding the Individualized Education Program (IEP) framework and process and the importance of the role of family, school and community in supporting the well being of individuals with disabilities is provided. Additional emphasis is placed on understanding and examining diverse learners and their families within the context of special education. Class readings and course assignments are integrated within this class to establish the connection from special education theory to practice culminating the development of a personal philosophy of special education.

EDSP 421A EFFECTIVE PRACTICES THAT SUPPORT STUDENTS WITH DIVERSE LEARNING NEEDS (3)

EDSP 421B EARLY FIELD PLACEMENT (1)

EDSP 421C USING EDUCATIONAL AND ASSISTIVE TECHNOLOGY (1)

EDSP 422 COLLABORATIVE PARTNERSHIPS AND SPECIAL EDUCATION (4)
Candidates are presented with theory, concepts and practices related to the implementation of special education services for students with disabilities and their families. Foundational knowledge on the identification of disabilities, service delivery models, and the legislative framework that mandates key special education practices are explored. Additional emphasis is placed on the communication, consultation and collaboration skills useful in forming productive partnerships with families, school personnel and community service providers. Coursework and field assignments are integrated to support the development of a personal philosophy of special education that links theory to practice. Grade only. Prerequisite: Admission to the Education Special Credential program or by permission of the instructor.

EDSP 422A CASE MANAGEMENT AND TRANSITION PLANNING IN SPECIAL EDUCATION (3)
In this course and accompanying seminar, students will explore the communication and collaboration skills necessary for effective case management and transition planning for individuals with exceptional needs. Emphasis is placed on examining the skills, models and strategies for successful collaboration in the context of special education service delivery requirements and models. Additional emphasis is placed on developing a comprehensive case management system as well as planning, implementing and evaluating transition services across the lifespan for all learners. Class readings, course assignments and specific fieldwork activities (422B) are integrated within these classes to establish the connection from theory to practice culminating in the development of a case management notebook. Concurrent enrollment in EDSP 422A and 422B is expected.

EDSP 422B PARTICIPANT OBSERVATION/FIELDWORK (1)
In this course and accompanying seminar, students will explore the communication and collaboration skills necessary for effective case management and transition planning for individuals with exceptional needs. Emphasis is placed on examining the skills, models and strategies for successful collaboration in the context of special education service delivery requirements and models. Additional emphasis is placed on developing a comprehensive case management system as well as planning, implementing and evaluating transition services across the lifespan for all learners. Class readings, course assignments and specific fieldwork activities (422B) are integrated within these classes to establish the connection from theory to practice culminating in the development of a case management notebook. Concurrent enrollment in EDSP 422A and 422B is expected.

EDSP 423 ASSESSMENT, CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES (4)
Candidates explore the basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse special education needs. Candidates learn to assess student needs utilizing a variety of formal and informal assessments and to develop appropriate goals and learning objectives based on assessment findings. The linkage between assessment, curriculum, and instruction is emphasized, including monitoring of student learning. Legal, ethical, and diversity issues related to assessment are explored. Eligibility criteria and characteristics of students with disabilities are also a focus of this course. Grade only. Prerequisite: Admission to the Education Specialist Credential program or by permission of the instructor.

EDSP 424 CLASSROOM ECOLOGY: MANAGEMENT, DISCIPLINE AND BEHAVIORAL SUPPORTS (4)
EDSP 424 provides candidates with an overview of both class-wide and individual classroom behavior management. Theories and philosophies of creating classroom ecologies, management strategies, discipline and behavioral supports are considered to inform how special educators teach and enforce pro-social behavior for all students. Functional assessment and analysis are used to develop positive behavior support plans for children with more significant behavior needs. The goal of this course is to help candidates learn to promote the social competence, self-management and communication skills of students with special needs through behavior support. Grade only. Prerequisite: Admission to the Education Special Credential program or by permission of the instructor.

EDSP 425 DEV ACAD PERFORMANCE-MILD/MODERATE (4)
EDSP 425 is designed to provide candidates in the Education Specialist mild to moderate disabilities credential program with a research-based perspective on developing academic performance for students with mild to moderate disabilities. The relationship among assessment, curriculum, and instruction is investigated through the examination and application of a variety of informal assessments, instructional strategies and curricula within the context of access to the core curriculum and content standards. Curricular modifications and instructional strategies that support students with mild/moderate disabilities in inclusive settings are explored. Coursework follows a "theory into practice" format consisting of classroom simulations, visitations, guided activities, and student projects using field-based lessons. Grade only. Prerequisite: Admission to the Education Special Credential program or by permission of the instructor.
EDSP 428 Professional Seminar: Topics in the Education of Students with Moderate/Severe Disabilities (4)
EDSP 428 is designed to provide candidates in the Education Specialist moderate to severe disabilities credential program with a research-based perspective on developing skills that are functionally tied to real world demands and that are referenced as the requirements for successful inclusion in school, community and workplace. The relationship among assessment, curriculum, and instruction is explored through the examination and implication of a variety of informal assessments, instructional strategies and curricula. Curricular modifications and instructional strategies that support students with moderate/severe disabilities in inclusive settings are investigated within the context of access to the core curriculum and content standards. Topics include medical and health issues and competencies for teachers of students who are medically fragile or have multiple disabilities and the building of the circle of supports for learners with significant disabilities and health-related needs. The concepts of the “least restrictive environment,” dignity of risk, school to work transition, self-advocacy, and inclusive communities are explored. Grade only. Prerequisite: Admission to the Education Specialist Credential program or permission of the instructor.

EDSP 430 Special Education for Teachers (4)
A survey course that presents theory, program concepts, and teaching practices related to students with special educational needs. Legislation, public policy, and advocacy related to the full inclusion of students with special needs into the least restrictive environment are reviewed. Additionally, assessment, curriculum and instructional modifications designed to accommodate learners with diverse backgrounds (cultural, linguistic, socioeconomic) and abilities are addressed. Thirty hours of required field experience are an integral part of the course. Grade only. This course meets the special education requirements to convert a basic credential to a Professional Clear Credential and is a required beginning course for students in the Education Specialist Credential program.

EDSP 432 Designing Inclusive Environments in Early Childhood Education (4)
An introduction to theories, research, and practices related to providing appropriate services for young children with special needs (birth through 8). Topics include: early identification of exceptional needs, collaborative partnerships for inclusive education, the role of parents, strategies and resources for supporting the educational, social, behavioral and/or medical needs of young children, and the requirements of special education laws. Grade only.

EDSP 433 Teaching Adolescents with Special Education Needs (3)
EDSP 433 is an introductory course which presents a survey of theory, program concepts and teaching practices related to students with special needs. Emphasis is placed on understanding and addressing the educational and social needs of secondary aged students with disabilities as well as gifted and talented students. Legislation, policies, and practices pertaining to the education of students with special needs in a secondary setting are presented. Knowledge, skills, and strategies including disability and gifted and talented identification, major roles and responsibilities in the Individual Education Program (IEP) process and collaboration between general and special educators aimed at successful inclusive educational practices are also addressed. 30 hours of field experience are included. Elements of this course will include the use of the Internet and the World Wide Web.

EDSP 460 Teaching Event Seminar (4)

EDSP 464A Participant Observation (2)
Provides an early fieldwork experience for education specialist credential candidates not currently working in special education as Interns. Candidates become acquainted with the daily operation of a special education classroom within the context of the school and the community. 90 hours observation and participation in a special education classroom during which the candidate observes curriculum, instruction, classroom ecology, IEP meetings and assessment. Cr/NC. Prerequisite: Admission to Education Special Credential program. Requires concurrent enrollment in EDSP 464B.

EDSP 464B Participant Observation: Seminar (2)
This seminar, to accompany EDSP 464A, allows candidates to discuss and evaluate their experiences observing in special education classrooms, with a focus on the social context of the classroom, school and community. The roles of specialists and others working in collaboration with the special educator are investigated and links between theory and practice are explored. Grade only. Prerequisite: Admission to the Education Special Credential Program. Required concurrent enrollment in EDSP 464A.

EDSP 465 Practicum: Mild/Moderate Disabilities (10)
EDUC 465 represents the student teaching component of the Mild/Moderate Disabilities credential program. Student teaching is a culminating experience that must occur in the final semester of the program. Credential candidates student teach for 12 weeks under the guidance and supervision of a duly selected master teacher in the schools as well as a university supervisor from Sonoma State University. Student teaching sites are selected to reflect current prevailing practices in the education of learners with mild or moderate disabilities. Thus, resource specialist programs, special day classes, transitional classes, inclusion programs, and “non-public schools” certified by the California Department of Education all represent possible placement sites for student teachers. Candidates may receive student teaching credit for assignments where they are also the “teacher of record,” or otherwise employed, contingent on suitable supervision and guidance availability on-site. Cr/NC only. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities credential program, and EDUC 422, EDUC 423A, EDUC 424A. Corequisite: EDUC 466.

EDSP 466 Seminar: Mild/Moderate Disabilities (2)
EDUC 466 represents the seminar which accompanies the student teaching component of the Education Specialist Mild/Moderate Disabilities Credential program. The seminar is designed to provide a problem-solving forum for the myriad of educational, social, and psychological issues which tend to arise as part of student teaching. Guidance and support aimed at a successful student teaching experience is offered through EDUC 466. In addition to the instructor of EDUC 466, occasional guest visits by student teaching supervisors, resident teachers, and school administrators will complement the class sessions. Candidates will also be provided time to form cooperative support groups around commonalities of assignment or problem areas. Cr/NC only. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential program, EDUC 422, EDUC 423A, EDUC 424A. Corequisite: EDUC 465.
EDSP 467 PRACTICUM: MODERATE/SEVERE DISABILITY (10)
EDSP 467 represents the student teaching component of the Education Specialist Moderate/Severe Disabilities Credential program. Student teaching is a culminating experience that must occur in the final semester of the program. Credential candidates student teach for 12 weeks under the guidance and supervision of a duly selected master teacher in the schools as well as a university supervisor from Sonoma State University. Student teaching sites are selected to reflect current prevailing practices in the education of learners with moderate or severe disabilities. Thus, resource specialist programs, special day classes, transitional classes, inclusion programs, and “non-public schools” certified by the California Department of Education all represent possible placement sites for student teachers. Candidates may receive student teaching credit for assignments where they are also the “teacher of record,” or otherwise employed, contingent on suitable supervision and guidance availability on-site. Cr/NC only. Prerequisites: Admission to the Education Specialist Moderate/Severe Disabilities credential program, and EDUC 422, EDUC 423A, EDUC 424A. Corequisite: EDUC 468.

EDSP 468 SEMINAR: MODERATE/SEVERE DISABILITIES (2)
EDUC 468 represents the seminar that accompanies the student teaching component of the Education Specialist Moderate/Severe Disabilities Credential Program. The seminar provides a problem-solving forum for the myriad of educational, social, and psychological issues which tend to arise as part of student teaching. Guidance and support aimed at a successful student teaching experience is offered through EDUC 468. In addition to the instructor of EDUC 468, occasional guest visits by student teaching supervisors, resident teachers, and school administrators will complement the class sessions. Candidates will also be provided time to form cooperative support groups around commonalities of assignment or problem areas. Cr/NC only. Prerequisites: Admission to the Education Specialist Moderate/Severe credential program, EDUC 422, EDUC 423A, EDUC 424A. Corequisite: EDUC 467.

EDSP 481 INTERNSHIP PRACTICUM/SEMINARY (4)
This course provides on-going support and guidance to Internship teachers serving diverse learners with special needs. The course focuses on examining the California Standards for the Teaching Profession and connecting these standards with university coursework and the Internship’s teaching experience. This is a hybrid course in which teachers meet in a seminar format (face to face) and in an online format. The course focuses on problem solving using the standards, university courses, and individual teaching experiences as frames of reference. Learning from and supporting other interns by sharing individual teaching experiences is the major emphasis of this course as well as offering support in developing the program portfolio. In addition to the seminar, the practicum will provide support and guidance to interns in their classrooms. On-site support teachers and university faculty will visit teacher’s classrooms, conference with teachers about their needs, observe classroom practices, and provide feedback on observations.

EDSP 490B AUTISM SPECTRUM DISORDERS: SEMINAR AND FIELDWORK (2)
This practicum and attached seminar will provide candidates with the opportunity to implement evidence-based practices with students diagnosed on the autism spectrum. Candidates will also engage in progress monitoring and the selection and administration of appropriate assessment measures. The seminar will extend candidate understanding of the service delivery options available to students with Autism Spectrum Disorders.

EDSP 495 SPECIAL STUDIES (1-4)
EDSP 513 CURRENT AND EMERGING RESEARCH AND PRACTICE IN SPECIAL EDUCATION (3)
EDUC 513 is part of the Level II Education Specialist Credential program. The course will critically examine emerging research on varied issues impacting special educational policy and practice. The value of empiricism as a philosophy, and data-based teaching practices will be explored. The issues surrounding quantitative and qualitative measurement along with varied conceptualizations of validity, reliability, and accountable practice will be explored via assigned readings and individual projects. These projects will require students to assess the research-based merits of selected special educational practices. Candidates will be required to triangulate various quantitative and qualitative measures of educational and policy effectiveness in order to render empirically informed conclusions about differential effects of various practices in the field of special education. Prerequisite: Admission into the Professional Level II Education Specialist Credential program.

EDSP 514 ADVANCED COMMUNICATION, COLLABORATION, AND CONSULTATION IN SPECIAL EDUCATION (3)
EDUC 514 is a required course for the Professional Level II Education Specialist Credential program. EDUC 514 explores advanced issues surrounding communication, collaboration, and consultation in special education. The effective performance of educational leadership, advocacy, and team management, as well as methods for positively representing special education to parents, administrators, and other educators are addressed in the course. Additionally, skills and methods of collaborating and communicating with professionals and paraprofessionals about students’ complex emotional and behavioral needs are addressed. The area of cross-agency transitional services and individualized transitional experiences are explored with emphasis on communication and collaboration across human service agencies. The development of collaborative planning, evaluation and refinement of instructional strategies, curriculum, adaptations and behavioral support are also required of candidates taking EDUC 514. Prerequisite: Admission into the Professional Level II Education Specialist Credential program.

EDSP 515 ADVANCED LEGAL ISSUES IN SPECIAL EDUCATION (3)
EDUC 515 is part of the Professional Level II Education Specialist Credential program. Advanced legal issues faced by teachers, administrators, and parents in special education are addressed. Topics include entitlement to services, procedural due process, complaint resolution, least-restrictive environment, provision of related services, parent participation, shared decision-making, and other related legal issues. Candidates review federal legislation, case law, and statutory requirements within the context of understanding the legal framework underlying special education and providing services, which are legally, as well as programmatically, sound. Prerequisite: Admission into the Professional Level II Education Specialist credential program.

EDSP 516 PROFESSIONAL INDUCTION PLAN: CULMINATING ASSESSMENT (1)
EDUC 516 is the final course in Professional Level II Education Specialist Credential program. This course creates a context for the culminating assessment of the individualized Professional Induction Plan. Candidates will collaboratively assess the elements presented in their induction plans developed in EDUC 511. Working with University faculty, school district support staff, and other teachers, the candidates will evaluate the attainment of their professional goals by reviewing the evidence contained in their Professional Portfolio and applied to their school settings. Areas for continued professional growth will also be identified. Cr/NC only. Prerequisite: Admission into the Professional Level II Education Specialist Credential program.

EDSP 578 PROJECT CONTINUATION (1-3)

EDSP 595 SPECIAL STUDIES (1-4)