EDU 350 Teaching and Learning
This course focuses on theories of learning, motivation, and development as they relate to the design of learning environments and instructional practices. Students will analyze physical, emotional, social, and cognitive factors that affect development and examine individual and group differences in learning. Behavioral, cognitive, social, and constructivist learning theories will be explored as well as the role that motivation plays in the teaching/learning process. Fieldwork experiences in public schools and other educational settings will provide students with the opportunity to explore key course concepts. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

EDU 500 Selected Topics in Education
Covers special topics related to education. Experimental courses are developed subject to emerging student and/or employer demands. Topics vary. Courses that examine different topics may be repeated for up to nine credits. 3 credits.

EDU 510 Introduction to Teaching
Prerequisites: 2.75 GPA or equivalent.
This course is designed for credential candidates. The course focuses on building an understanding of the teaching profession and provides candidates with an opportunity to examine their assumptions about teaching and learning. Candidates will explore philosophical, psychological, socio-cultural, legal and historical foundations of education in the United States and factors that influence the educational system. A major emphasis of the class will be an examination of classroom management theories and strategies for developing inclusive, safe and culturally responsive learning environments as well as techniques for establishing and maintaining communication with families. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDU 511 Collaboration For Inclusive Schooling
This course is designed for teaching credential candidates. The course focuses on inclusive, evidence-based practices designed to meet the needs of a wide range of learners including students with disabilities, English learners, gifted students and students with other learning needs. Candidates will apply principles of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) as well as a variety of developmentally and ability-appropriate instructional strategies, resources and assistive technology to maximize learning opportunities and promote student access to the curriculum. Candidates will also explore school and community-based resources to support all learners and their families and work to become effective change agent in the schools. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDU 512 The Art & Craft of Teaching
Prerequisites: EDU 510 (may be taken concurrently).
This course is designed for credential candidates. The course fosters an understanding of learning theory, instructional models, and strategies for differentiating instruction and assessment to meet the diverse needs of learners. Candidates will be introduced to a variety of developmentally and ability-appropriate instructional strategies and design standards-based learning experiences that engage students and provide access to the curriculum for a wide range of learners. An emphasis will be placed selecting appropriate educational technologies to deepen teaching and learning, promote digital literacy and offer students multiple means to demonstrate learning. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDU 513 Student Health and Safety
This course provides the content knowledge needed for a thorough understanding of how the promotion of a healthy and safe life-style impacts the developments of students. Teacher candidates study and apply effective instructional methods that encourage a) lifelong physical fitness, b) healthy living, and c) behavior that reflects concern for safety factors. 2 credits.

EDU 514 Physical Education for Elementary Teachers
This course covers developmentally appropriate motor skills and physical education activities, knowledge of meaningful rules and strategies for games and sports, and strategies for building self-confidence and self-worth in relationship to physical education and recreation. 1 credit.

EDU 515 Teaching the Adult Learner
This course offers a base upon which the individual will create an understanding of both the art and the science of teaching adult learners by providing basic background information on prominent learning theories and how they relate specifically to adult development and learning. A major emphasis of the class will be an exploration of scholarly works, contemporary theories, assessment and validity issues, appropriate activities, essential tools, and a multitude of resources all focused toward enabling a teacher of adult students to be a successful educational practitioner. 3 credits.

EDU 519 Teaching Students with Mild/Moderate Disabilities
Prerequisites: EDU 510, EDU 511.
School psychology and school counseling students have no prerequisites for this course. Education of children, youth, and young adults with mild/moderate disabilities provides a knowledge base and introduces skills necessary for the teacher in contemporary educational environments to assess, plan for, instruct and evaluate students with mild/moderate disabilities. A minimum of 10 hours of field experience is required for the course. 3 credits.

EDU 526 Theories in Language Structure and Acquisition
Candidates explore current theories of language acquisition, focusing on issues involved in first and second language development and comparative/contrastive linguistics and its influence on second language acquisition. This course provides an overview of state-designated assessment instruments and educational program placement options. Required for CLAD certificate. 3 credits.
EDUU 527 English Language and Literacy Development
Prerequisites: Successful completion EDUU 570 or EDUU 526.

This course engages candidates in integrated and thematic multilingual pedagogy founded upon the need for students to be social and communicative in their learning. It focuses on applying theoretical models to the learning of English. Candidates examine bilingual methodologies, focusing on the practical aspects of teaching, organizing and managing classroom to meet the needs of English language learners. Required course for CLAD certificate. 3 credits.

EDUU 528 Content-Based Instruction and Assessment for Linguistic Minority Students: SDAIE
Prerequisites: Successful completion EDUU 570 or EDUU 526.

Candidates examine current approaches and strategies appropriate for content area instruction through specially-designed instruction delivered in English (sheltered English). Coursework includes learning/teaching processes, social interactions, teacher delivery approaches, and alternative assessment. Candidates are required to develop lessons and lesson presentations. Required course for CLAD certificate. 3 credits.

EDUU 544 Student Teaching Seminar I
Co-requisite: EDMU 582, or EDSU 592, or EDTU 572 or EDTU 573.

This seminar course is taken concurrently with Directed Teaching I and provides student teachers with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated instruction, and assessing student learning. An emphasis is placed on lesson design and providing instructional support for students with diverse needs including English learners, students with special needs and advanced learners. The course also provides a forum for discussion and problem solving based on student teaching classroom experiences and contributes to candidates’ preparation to complete the CalTPA Teaching Performance Assessment Cycle 1. 2 credits.

EDUU 545 Student Teaching Seminar II
Prerequisite: EDUU 544.

Co-requisite: EDMU 583, or EDSU 593, or EDTU 592 or EDTU 593.

This seminar course is taken concurrently with Directed Teaching II and provides student teachers with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated instruction, and assessing student learning. An emphasis is placed on formal, informal and self-assessment strategies that support all students in learning. The course also provides a forum for discussion and problem solving based on student teaching experiences and contributes to candidates’ preparation to complete the CalTPA Teaching Performance Assessment Cycle 2. 2 credits.

EDUU 551 Educational Applications of Computers Level I
This course provides an overview of current computer-based technologies used in a variety of educational settings within and across all curriculum content areas. Emphasis is on making significant changes in teaching and learning technology by providing a match between instructional strategies and relevant technologies. Focus is on information and communication technologies as a means of gathering, processing, and communicating information. Critical issues include access, equity, privacy, safety, and ethical situations surrounding technology. Hardware and software applications will be evaluated as effective tools of instruction for a constructivist learning environment. 3 credits.

EDUU 556 Intern Seminar A
This seminar course provides interns with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated instruction, and assessing student learning. An emphasis is placed on lesson design and providing instructional support for students with diverse needs including English learners, students with special needs and advanced learners. The course also provides a forum for discussion and problem solving based on classroom experiences and contributes to candidates’ preparation to complete the CalTPA Teaching Performance Assessment Cycle 1. 2 credits.

EDUU 557 Intern Seminar B
Prerequisite: EDUU 556.

This seminar course provides interns with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated instruction, and assessing student learning. An emphasis is placed on formal, informal and self-assessment strategies that support all students in learning. The course also provides a forum for discussion and problem solving based on classroom experiences and contributes to candidates’ preparation to complete the CalTPA Teaching Performance Assessment Cycle 2. 2 credits.

EDUU 558 Advanced Internship Seminar I
Co-requisite: EDMU 580-D or EDSU 590-D, or EDTU 570 –D or EDTU 571-D or EDTU 560-D.

This seminar course is taken concurrently with Supported Teaching I and provides interns with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. The course focuses on researching and utilizing effective classroom management and teaching practices, designing curriculum, and using assessment data to inform instruction. An emphasis is placed on the candidate’s ability to monitor the improvement of their own performance over time. The course also provides a forum for discussion and problem solving based on classroom experiences. 2 credits.

EDUU 559 Advanced Internship Seminar II
Co-requisite: EDMU 580-F or EDSU 590-F or EDTU 570-F or EDTU 571-F or EDTU 560-F.

This seminar course is taken concurrently with Supported Teaching I and provides interns with opportunities to engage in systematic inquiry into their own practice and conduct research on effective teaching practices that can be applied to the classroom. An emphasis is placed on engaging in professional development opportunities and expanding professional networks. The course also provides a forum for discussion and problem solving based on classroom experiences. 2 credits 2 credits.
EDUU 560 Teaching Students with Moderate/Severe Disabilities
Prerequisites: EDUU 510, and 511.

This course addresses the education of children, youth, and young adults with moderate/severe disabilities providing a knowledge base and introducing the skills necessary for teachers in contemporary educational environments to assess, plan for, instruct, and evaluate students with moderate/severe disabilities. A minimum of 10 hours of field experience is required for the course. 3 credits.

EDUU 570 Voice, Diversity, Equity, and Social Justice
Students focus on the disenfranchised of California’s schools, including females, certain immigrant as well as native populations, people with disabilities, and people of lower socio-economic means, with particular emphasis on the unique challenges such diversity brings to the classroom. The history, culture, and expectations of these groups are emphasized as they apply to teaching and counseling and the fostering of cross-cultural respect among California’s diverse populations. A minimum of 15 hours of field experience is required. Required for CLAD certificate. 3 credits.

EDUU 575 Introduction to Autism Spectrum Disorders: Etiologies and Characteristics
Candidates are introduced to the characteristics of Autism Spectrum Disorders (ASD), and current and reliable research and practice on ASD. Candidates will identify service providers and stakeholders who are involved with individuals with ASD. The impact of ASD on families, and how to collaborate to address those needs are discussed. Candidates will begin to create a website that will act as a resource for families and educators collaborating to meet the academic, behavioral, social, communication, sensory, and transition needs of individuals with Autism. Completion of 5 hours of observation of a child with autism is required. 3 credits.

EDUU 599 Independent Study
Supervised independent study or research on a special problem or in a selected area of education. This course may be repeated for credit providing the content is different. 1-3 credits.

EDUU 600 Research and Evaluation Methods
This course examines qualitative, quantitative and mixed method research designs and methodologies. Students will learn to analyze and evaluate educational research and utilize research techniques. Topics include experimental, non-experimental and mixed research designs, methods of data collection and analysis, descriptive statistics, and threats to validity. Students learn to utilize APA formatting and examine issues related to plagiarism and academic integrity. 3 credits.

EDUU 602 Positive Behavior Supports
Prerequisites for education students: EDUU 510 and 511. School psychology and school counseling students have no Prerequisites for this course. A study of theories, practices and ethical issues in modifying and remediating behavior with an emphasis on creating positive, productive school climates and implementing effective, positive and respectful applied behavior analysis techniques. A minimum of 10 hours of authentic field experience is required for this course. 3 credits.

EDUU 603 Instructional Supports for Communication, Language and Literacy
Prerequisites: EDUU 510 and 511.

This course involves the study of language-based disabilities and emphasizes the critical importance of general and special educators acquiring an understanding of the implications of serving this population. The course also includes an overview as well as guided-practice in the application of best-practices for assessment and teaching of these students, including those with autism spectrum disorders, speech and language impairments, and reading and written language disabilities. A minimum of 10 hours of authentic field experience is required for this course. 3 credits.

EDUU 605 Democracy, Education and Social Change
Prerequisite: EDUU 600.

Students examine the relationship between democratic theory, educational practice, and social change. Specific attention is paid to theories of democracy, the democratic nature of historical and current reform efforts, the contradictions and dilemmas of schooling, and the ways in which schooling might influence social change. 3 credits.

EDUU 606 Seminar in Learning Theory
Prerequisite: EDUU 600.

This course helps students to develop an understanding of how people process information and learn; studies the history, content and educational applications pertaining to intelligence and thinking dispositions. Students study various learning theories and their implications for instruction. This includes the development of the mind and brain and their role in education. 3 credits.

EDUU 607 Seminar in Comparative Education
Prerequisite: EDUU 600.

An introduction to educational philosophies, methods, patterns of control, financing, organization and relationship with the larger society in selected countries of the world, including the United States. Comparison and a comprehensive social science methodology is emphasized. Students examine historical, political, economic, and social factors. Systems compared are drawn from all regions of the world. 3 credits.

EDUU 608 Seminar in the Social Foundations of Education
Prerequisite: EDUU 600.

A critical study of schooling, society and culture. Students explore the major ideological schools of thought regarding how the interactions between school and society can best be understood. Social science methodologies including quantitative, qualitative, and participation and application of both social science and humanities insights are important components of the course. 3 credits.

EDUU 609 Seminar in Curriculum Studies
Prerequisite: EDUU 600.

Historical, philosophical, and sociopolitical influences on the curriculum of American public schooling are examined. Curriculum design and evaluation strategies will be considered. The role of teachers and educational support staff in curriculum decision-making, and their potential role as leaders of educational change, are included. 3 credits.
EDUU 610 The Teacher As Scholarly Practitioner
Prerequisites: Acceptance in the Master of Arts in Teaching program or the MAE Professional Learning Community emphasis, a cumulative grade point average of 3.0 and EDUU 600.

Candidates in the MAT program must also have completed all credential coursework (with the exception of student teaching). The purpose of this course is to acquaint candidates with the concept of action research and to support them as they develop an action research proposal based on their own educational setting. The course is designed to enable candidates to understand the fundamental principles to a critical analysis of their own pedagogy and the learning outcomes of their students. The course will engage the participants in systematic inquiry into their own practice by helping them to frame appropriate questions, gather and interpret data, examine and analyze that data and attempt to find answers to the questions posed. 3 credits.

EDUU 611 Action Research Development
Prerequisite: EDUU 610.

The purpose of this course is to allow candidates who developed the design for their action research proposal in EDUU 610 to complete their proposal in the form of a written four chapter paper. The action research proposal is the demonstration of mastery for the Master of Arts in Teaching program. 3 credits.

EDUU 612 Domestic Experiential Education
This course prepares students to utilize University and Governmental Agency field stations, or comparable learning sites, through an on-site residential program. Students will be surrounded by the local history, culture, and unique ecosystems of the region. Classroom observations within the local K-12 school system will culminate the experience. 3 credits.

EDUU 613 International Experiential Education
This course prepares students to utilize University and Governmental Agency field stations, or comparable learning sites around the world, through an on-site residential program at a field station. Additionally, it provides students with a limited immersion experience in the host country. Students will be immersed in the culture, language and history of field station’s host country. Classroom observations within the K-12 school system of the host country will culminate the experience. This course is designed for K-12 teachers at all grade levels and disciplines, as well as students in the Master of Arts in Education program. EDUU 607 is recommended prior to participation in this course as it provides the student with a foundation of ethnographic and cultural information. Course can be repeated for a maximum of 6 credits as long as the course is taken at different locations. 3-6 credits.

EDUU 614 Data Driven Leadership in Educational Organizations
This course explores various leadership and organizational change theories with an emphasis on the relationship between theory and practice. Various strategies to bring these theories into practice through leadership will also be discussed. The skills and strategies for leading the creation of a compelling, shared vision and mission in educational organizations based on multiple sources of data will be explored. An emphasis is also placed on leading by example to promote the implementation of the shared vision. 3 credits.

EDUU 615 Engaging Stakeholders in Educational Organizations
In this course, collaboration, communication, and team development structures and theory will be emphasized so candidates can develop the skill set necessary to engage stakeholders in effectively implementing the shared vision and lead transformational change. Specifically, skills and strategies will be explored that candidates can use to nurture trust, build effective teams, engage in collaborative decision-making, facilitate conflict resolution and build capacity among all members of the educational organization. 3 credits.

EDUU 616 Leading Change in Educational Organizations
This course will further explore leadership change theories in order to prepare candidates to facilitate the change process required to continuously improve educational organizations. The complexities of leading transformational change will be explored with an emphasis on overcoming barriers to change. Aligning organizational systems with the mission and vision of the organization will be explored. Lastly, the importance of the leader serving as an agent of change will be emphasized. 3 credits.

EDUU 621 Foundations of 21st Century Teaching
Prerequisite: Active teaching credential or EDUU 510 or EDUU 515, and EDUU 551 or approved equivalent(s).

The purpose of this course is to create a foundational understanding of all that goes into being an effective teacher of online and blended learners. Relevant research into the pedagogy and andragogy of electronically mediated teaching and learning will be explored, examined, and applied to a variety of example situations. This work will empower students to craft a professional body of knowledge and skill necessary for facilitating learning in a 21st century learning environment. 3 credits.

EDUU 623 Design and Assessment of 21st Century Teaching
Prerequisite: EDUU 624.

The purpose of this course is to explore the connections within the design of online and blended instruction and assessments. Students will utilize performance data, legal requirements surrounding the Americans with Disabilities Act (ADA) and understandings of individual learning styles to inform assessment and ongoing instructional decisions. Formal and informal evaluations, along with synchronous and asynchronous methods of delivery, will be used to evaluate student performance to model the variety of methods available to measure achievement in the online and blended learning environment. 3 credits.

EDUU 626 Advanced Design and Assessment of 21st Century Teaching
Prerequisites: EDUU 624 and EDUU 625.

The purpose of this course is to build upon previous understanding of effective online and blended instruction, design, and assessment. Additional relevant research into the pedagogy and andragogy of electronically mediated teaching and learning will be explored, examined, and applied to a variety of example situations. Students will apply their growing knowledge and skill toward expert design and facilitation of learning environments of the 21st century student. 3 credits.

EDUU 629 Teaching the 21st Century Learner Capstone
Prerequisites: EDUU 624, 625, and 628.

This capstone course completes the Teaching the 21st Century Learner series. The purpose of this course is to facilitate the application of knowledge and skills learned from previous courses to design and deliver an exemplary online and blended electronic portfolio. Students will develop a unit of study that models constructivist engagement with content, peers, and the electronically mediated environment. 3 credits.
EDUU 630 Leadership and Policy in Special Education  
Prerequisite or Corequisite: EDUU 600.

The purpose of this course is to create a foundational understanding of critical elements for effective leadership in special education. Issues of mentoring, social justice, and advocacy will be introduced and reviewed. Current research on effective leadership in special education will be used to assist in the creation of evidence-based curriculum and policy that addresses the needs of different groups. The foundation of a future action research project will be developed. 3 credits.

EDUU 631 Program Development and Organization in Special Education  
Prerequisite or Corequisite: EDUU 600 and EDUU 630.

This course will prepare students to identify and implement evidence-based practices and interventions for students with a broad range of disabilities, including utilizing assistive technology and Universal Design for Learning, allowing the diverse population of students with disabilities to access and make progress in challenging curriculum and the Common Core State Standards (CCSS). 3 credits.

EDUU 632 Advanced Assessment and Program Evaluation in Special Education  
Prerequisites: EDUU 600, EDUU 630 and EDUU 631.

Students will develop an understanding of the theory behind educational assessment and program evaluation. Application of non-biased assessment for pre-referral, screening, placement/eligibility, and progress monitoring for students with disabilities in general education and special education settings will also be a focus. Students will conduct special education program evaluation and assessment evaluation via appropriate research techniques. 3 credits.

EDUU 633 Special Education Capstone  
Prerequisites: EDUU 600, 630, 631, 632, 661 The purpose of this course is to complete a final project as the culminating activity in the Master of Arts in Special Education (MASE) program.

Choosing from an array of project options, and utilizing information and project components learned and developed in previous MASE coursework, the capstone project will be completed and presented. Students will discuss various evidence-based practices in special education and their own professional development as a practitioner and scholar. This course must be taken in the last term of the Master of Arts in Special Education program. 3 credits.

EDUU 636 An Introduction to Applied Behavior Analysis  
This course examines the basic principles of behavior. It introduces and explains behavioral concepts such as respondent and operant conditioning; conditioned and unconditioned responses; the dimensions of behavior; foundational knowledge and vocabulary for behavioral analysis; history behavior analysis as a field. Various classroom strategies will be used to help students understand how the principles of behavior work on human behavior and the interactions between environment and behavior. 3 credits.

EDUU 637 Applied Behavior Analysis: Procedures and Experimental Design  
Prerequisite: EDUU 636.

This course examines the basic procedures of applied behavior analysis. Students will learn the procedures for defining, measuring, and assessing behavior through measurement. The course examines the use of experimental research designs and how to use the data to make changes in behavior. Students will learn to evaluate research in Applied Behavior Analysis. Learning activities related to the task list include responses to research journal articles and designing data collection tools. 3 credits.

EDUU 638 Advanced Assessment and Instructional Strategies for Persons with Mild/Moderate Disabilities  
Prerequisite: EDUU 687 for those in the level 2 program.

Application of contemporary theories and literature related to assessment and curriculum development and strategies for instruction of individuals with mild/moderate disabilities. Includes increased emphasis on specific areas of learning disabilities, language disorders, developmental disabilities, and attention deficit hyperactivity disorders. Information will be at an advanced level, focusing on collaborative strategies and research validated models of instruction. A minimum of 10 hours of fieldwork are required for this course. 3 credits.

EDUU 639 Pedagogical Leadership in Early Childhood Education  
Prerequisite or Corequisite: ECED 330.

During this course candidates will develop an understanding of content knowledge and resources across the academic disciplines in early childhood education. They will become familiar with early learning standards and examine current research in early childhood education curriculum and instruction. Candidates develop the knowledge and skills required to make informed decisions about selecting and implementing meaningful, developmentally appropriate curriculum and assessment. 3 credits.

EDUU 640 Foundations of Leadership in Early Childhood Settings  
In this course, candidates will examine leadership in early care and education from both theoretical and practical perspectives. Students will learn about current thinking on leadership in early care and education, including leadership competencies. Students will have opportunities to integrate and analyze current leadership theories through individual and collaborative projects. Students will develop a personal purpose and a personal leadership development plan. 3 credits.

EDUU 641 Public Policy and Fiscal Planning for Early Childhood Leaders  
Candidates will examine the impact of policy, licensing and funding issues in Early Childhood Education at the International, National, State, County, and School District levels. Head Start, State Preschool and other relevant programs that serve all children including those who have been diagnosed as having disabilities or are considered at-risk for developmental delays will be examined. Additionally, this course provides candidates in-depth perspectives on advocacy, locating and securing funding, fiscal planning, marketing plan development and creating/maintaining inclusive environments. Candidates will develop understandings and skills which will assist in real world forecasting, funding, grant writing, marketing, and budgeting. 3 credits.
EDUU 642 Leadership and Human Resources in Early Childhood Settings
This course examines the roles of early childhood education leaders in human resources development. Candidates will explore recruitment, the interview process, selection, performance evaluation, and retention. The curriculum will include a broad overview of federal, state and local laws and regulations that affect the management of human resources. Topics covered in the course include employment regulations, creation and maintenance of inclusive settings, anti-discrimination laws, compensation, employee rights, health and safety, FERPA issues, and administrative requirements. Additional components will include staff development, in-service, teamwork, mentoring and reflective supervision. Candidates will analyze the nature, types and stages of conflict and conflict resolution among teachers, staff, parents and the community, with the goal of creating a peaceful community of learners. 3 credits.

EDUU 643 Early Childhood Program Evaluation: Capstone
Prerequisites: EDUU 640, EDUU 641 and EDUU 642.
This capstone course presents an overview of qualitative program evaluation. Candidates will use the knowledge gained throughout their graduate coursework (the MAE core and LECE courses) to examine the effectiveness of a local preschool or infant/toddler program. Evaluation will focus on goals and objectives for creating developmentally appropriate and inclusive early learning environments for all children including those who have been diagnosed as having disabilities or are considered at-risk for developmental delays. Candidates will examine a program to evaluate its efficacy in providing an engaging, developmentally appropriate setting for young children, embracing a creative, well-balanced curriculum for the whole child, promoting purposeful learning through play, supporting children and their families, providing a healthy, safe environment for learning, and making strong connections through communication with parents and the community. Candidates will reflect on their personal leadership roles, relationships and successes with motivation and peer collaboration, knowledge and implementation of public policies and professional ethics, and advocacy for equitable educational opportunities for all children. Candidates will demonstrate program mastery through this Capstone project. 3 credits.

EDUU 649 Data-Based Decision Making in Special Education
Prerequisites: EDUU 510 and 511.
Students will develop the knowledge and skills necessary to use and communicate assessment results. A variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities will be addressed. Emphasis will be placed on the skill of making appropriate educational decisions on the basis of a variety of standardized and non-standardized techniques, instruments, and processes that are appropriate to the diverse needs of individual students. Students will learn to identify individual strengths and weaknesses and monitor progress of student achievement. 10 hours of documented observation/participation in a special day class (SDC) or Resource Specialist (RSP) class (other than your own if you are an intern) is required for successful completion of this course, preferably during an IEP and/or SST meeting or during an assessment (with permission). 3 credits.

EDUU 650 Transitions Across the Life Span
Prerequisite: EDUU 687 for level 2 candidates, a valid Certificate of Clearance on file with the CTC and a Negative TB Test.
This course focuses on the transition of persons with disabilities from home to school settings and from school to employment and adult life. Specific curriculum and teaching methodologies will be presented. Emphasis will be placed on understanding quality of life outcomes - home and school life, friendships and social networks, self-determination, choice, and family issues. Factors such as job development, adult service agencies related legislation, and assessment will also be covered. 10 hours of fieldwork are required for this course. 3 credits.

EDUU 655 Individualized Education Plan Development and Special Education Law
Prerequisites for education students: EDUU 510 and 511. School psychology and school counseling students have no Prerequisites for this course. The course is designed both for special education teachers and school psychologists. Students will develop the knowledge and skills necessary to communicate assessment results during the pre-referral and IEP process. Emphasis is placed on the development of appropriate educational and IEP decisions on the basis of a variety of standardized and non-standardized assessments and related services that are appropriate to the diverse needs of individual students. Students will learn to make appropriate recommendations both for report writing and for IEP goals and objectives. This course will also examine the history, law, and legal mandates of the IEP process to provide candidates with an understanding of the legal and ethical responsibilities for serving students with disabilities in California. Due process guidelines and procedures will be reviewed, as well as current trends and local policies. Candidates will be expected to observe an IEP meeting. 10 hours of fieldwork are required for this course. 3 credits.

EDUU 656 Applied Behavior Analysis: Basic Technologies of Behavior Change
Prerequisites: EDUU 636 and 637.
This course examines the basic technologies of behavior change in applied behavior analysis. Students will learn and use positive and negative reinforcement, positive and negative punishment, schedules of reinforcement, motivating operations, stimulus control, imitation, shaping and chaining and verbal behavior. Learning activities related to the BACB 4th edition task list will include journal article research, and the development of data-driven behavioral intervention using technologies learned in the course. 3 credits.

EDUU 657 Applied Behavior Analysis: Applications
Prerequisites: EDUU 636, 637, 656.
This course examines systems which apply the basic technologies of behavior change. Topics include communication strategies, verbal behavior, contingency contracts, and other uses of Applied Behavior Analysis. Students will articulate a case study which assimilates research to real-life observations and uses behavioral language to define behavior, environment, and treatment recommendations. 3 credits.
EDUU 658 Applied Behavior Analysis: Advanced Applications
Prerequisites: EDUU 636, 637, 656, 657.

This course examines the use of functional behavioral assessment and its various components. Students in this course will learn to apply the foundational concepts of Applied Behavior Analysis which were presented in the four previous courses. Course activities related to the BACB Task List 4th Edition include evaluating various ABA methodologies for instruction and intervention, the design and implementation of a Functional Behavior Assessment, and analyzing measurement tools for particular behaviors. 3 credits.

EDUU 659 Applied Behavior Analysis: Ethics
Prerequisites: EDUU 636, 637, 656, 657, 658.

Students in this course will learn the ethical considerations which support the practice of a Board Certified Behavior Analyst (BCBA). Learning activities related to the BACB Task List 4th Edition include examining ethical scenarios to determine sound practice; analyzing sound ethical principles for private or institutional practice as a BCBA; and determining client-centered responsibilities for any setting. 3 credits.

EDUU 660 Seminar on Instructional Supports for Persons with Moderate/Severe Disabilities
Prerequisite: EDUU 687 for level 2 candidates, a valid Certificate of Clearance on file with the CTC and a Negative TB Test.

Application of contemporary theories and literature related to curriculum development and strategies for instruction of individuals with moderate/severe disabilities. Includes increased emphasis upon specific areas of severe disabilities such as severe/profound mental retardation, multiple disabilities, deaf/blind, physical disabilities, severe emotional disturbance, and autism. 10 hours of fieldwork are required for this course. 3 credits.

EDUU 661 Collaboration in Special Education
Prerequisites: EDUU 600, 630, 631, 632 for those in the Master of Arts in Special Education, and a valid Certificate of Clearance on file with the CTC and a Negative TB Test.

Collaboration is a necessary process which supports meeting the needs of all learners. This course focuses on professional collaboration among those working with individuals with disabilities in home, school, and community settings. Candidates will learn to use a variety of effective collaboration and cooperative teaching techniques, problem solving methods, effective communication and negotiation techniques, to enhance content and learning for individuals with disabilities. Ethical and legal issues, and culturally responsive practices in collaboration are addressed. 3 credits.

EDUU 665 Historical, Phil, and Legal Foundations of Early Intervention/Early Childhood Special Education
Prerequisite or Corequisite: EDUU 639.

Prerequisites: a valid Certificate of Clearance on file with the CTC and a Negative TB Test.

This introductory course provides an overview of Early Intervention and Early Childhood Special Education including the theoretical, philosophical, legal and empirical basis for contemporary practice in the field. Candidates will examine the roles, responsibilities of Early Interventionists, Early Childhood Special Educators, Early Childhood Educators and Itinerant service providers as well as professional and ethical standards. The legal requirements of IDEA for Early Intervention and Early Childhood Special Education from initial referral through placement and ultimate transition will be evaluated and compared to recommended and culturally appropriate practices. Candidates will be required to complete ten hours of documented fieldwork during this course. 3 credits.

EDUU 666 Family Guided Practices in Early Intervention and Early Childhood Special Education
Prerequisite or Corequisite: EDUU 665, a valid Certificate of Clearance on file with the CTC and a Negative TB Test.

This course emphasizes family systems theory and the impact of sociocultural, ethnic, racial and linguistic factors that shape families’ values and beliefs surrounding child development and access to educational and community based services. Candidates will develop an understanding of the interdisciplinary nature of Early Child Special Education by evaluating the range of services available to families with young children, including those with disabilities, within their community and within the educational system. Emphasis is also placed on strategies to engage families as collaborative partners, to sensitively communicate and elicit family information, to develop respectful and reciprocal relationships, and to provide advocacy skills that assist families with the development and attainment of family goals. Candidates will be required to complete ten hours of documented fieldwork during this course. 3 credits.

EDUU 667 Assessment in Early Intervention and Early Childhood Special Education
Prerequisite or Corequisite: EDUU 666, a valid Certificate of Clearance on file with the CTC and a Negative TB Test.

Prerequisite: EDUU 639: This course will focus on a linked system’s approach to Early Intervention and Early Childhood Special Education by emphasizing the interrelationship between assessment, evaluation, IFSP/IEP development, implementation and progress monitoring.

Candidates will gain the knowledge and skills necessary to appropriately assess infants, toddlers, and preschool children with disabilities utilizing formal and informal assessments and observations across developmental domains. Candidates will learn how to collaborate with families and other team members to gather assessment information, translate assessment results into child outcomes and goals, and present information in language appropriate for families. Candidates will be required to complete ten hours of documented fieldwork during this course. 3 credits.
EDUU 668 Curriculum and Intervention in Early Intervention and Early Childhood Special Education  
**Prerequisites:** EDUU 639: Prerequisite or Co-requisite: EDUU 667, a valid Certificate of Clearance on file with the CTC and a Negative TB Test.

This course examines contemporary theories and evidence-based approaches to intervention, instructional supports and curriculum for infants, toddlers, and preschoolers, highlighting naturalistic approaches such as the activity based approach. Emphasis is placed on collaborative teaming with families, caregivers, and professionals to support a young child’s success in natural environments. Students will develop learning and lesson plans to be used in planned, routine and child initiated activities and in home and center based settings. This class also focuses on collaboration and consultation skills necessary for working with families and early childhood educators across settings and in co-teaching situations. 10 hours of documented field experience is a requirement for course participation. 3 credits.

EDUU 669 Consultation and Advanced Strategies in Early Intervention and Early Childhood Special Education  
**Prerequisites:** EDUU 639: Prerequisite or Co-requisite: EDUU 668, a valid Certificate of Clearance on file with the CTC and a Negative TB Test.

This course focuses on specific methods used across disciplines in Early Intervention and Early Childhood Special Education to meet the developmental and learning needs of children with a variety of special needs. Emphasis is placed on identifying specific developmental and learning characteristics and interventions associated with various severe disabilities, including autism, developmental delay, mental retardation, multiple disabilities, visual impairment, hearing loss, deaf blindness, motor disabilities, and related needs, such as severe behavioral challenges, and the overall impact these have on a family system. Candidates will be required to complete ten hours of documented fieldwork during this course. 3 credits.

EDUU 670 Field Experience in Early Intervention and Early Childhood Special Education  
**Prerequisites:** EDUU 669, and a valid Certificate of Clearance on file with the CTC and a Negative TB Test.

In this course, candidates participate in fieldwork that provides in-depth experiences with infants, toddlers and preschool age children across a variety of settings. Through field experiences candidates demonstrate and develop skills in the areas of assessment, planning and intervention of appropriate methodology and recommended practices with young children to enhance the development of cognitive, social, learning and effective skills in the home, specialized school settings, and inclusive programs. This course is only required for candidates in the ECSE authorization program. 3 credits.

EDUU 675 Assessing Students with Autism Spectrum Disorders  
**Prerequisite:** EDUU 575.

Identification of assessment tools to assess the various needs of students with ASD is the focus of the course. Collaboration with stakeholders to determine areas of need in academic, behavior, sensory, communication and social skills is emphasized. Completion of 5 hours of fieldwork with a child with autism is required. 3 credits.

EDUU 676 Autism Spectrum Disorders: Programming and Strategies, I  
**Prerequisites:** EDUU 575 & 675.

The third course in the sequence addresses the design of structured and organized learning environments that support the sensory and learning needs of students with ASD. How to determine, align, and implement behaviorally-based instructional strategies and interventions, including Positive Behavior Supports (PBS) are emphasized. Identification and implementation of programs and strategies that enhance, facilitate, and promote social interactions across a variety of educational settings for students with ASD will be thoroughly addressed. Completion of 5 hours of fieldwork with a child with autism is required. 3 credits.

EDUU 677 Autism Spectrum Disorders: Programming and Strategies, II  
**Prerequisites:** EDUU 575, 675 & 676.

The final course in the sequence addresses how to determine, align, and implement instructional strategies and interventions appropriate for the spectrum of the unique academic, cognitive, transition, and communication and language needs of students with ASD. Integrating the input from multidisciplinary teams, including families, to build effective, integrated programs, monitor student progress and determine program adjustment and service recommendations are focused upon. Completion of 5 hours of fieldwork with a child with autism is required. The website that acts as a resource for families and educators collaborating to meet the academic, behavioral, social, communication, sensory, and transition needs of individuals with Autism will be completed in this course. 3 credits.

EDUU 687 Professional Induction Planning and Assessment  
**Prerequisite:** Completion of the Preliminary (Level I) Education Specialist Credential in Mild/Moderate or Moderate/Severe and acceptance into the Education Specialist Professional Credential (Level II) program.

This is a required first (3 credits) course for all Education Specialist Professional Credential (Level II) candidates. During EDUU 687, the candidate begins to develop their individualized induction plan (IIP) that includes specific professional development goals and creates the framework for their professional portfolio that will be used to approve their level II credential. Because the IIP must be approved by the candidate’s employer, a district support provider, and because the professional portfolio includes artifacts from the candidates professional (work) experience students must be employed in a special education position at least half time prior to beginning the level II program and enrolling in EDUU 687. No other Level II courses may be taken until EDUU 687 (3 credits) is successfully completed. 3 credits.
EDUU 688 Professional Induction Planning and Assessment
Prerequisite: Completion of the Preliminary (Level I) Education Specialist Credential in Mild/Moderate or Moderate/Severe and acceptance into the Education Specialist Professional Credential (Level II) program.

This is a required last (3 credits) course for all Education Specialist Professional Credential (Level II) candidates. EDUU 688 (3 credits) is the final class taken after all other Level 2 coursework has been successfully completed and when the Individualized Induction plan and portfolio is near completion. Candidates will critically assess their knowledge and skills as they relate to their Professional Induction Plan, their Expertise Area, and the Professional Standards as set forth by the State of California. During EDUU 688 (3 credits) candidates will finalize their Professional Portfolio, document expertise and hours in an area of specialization, and reflect on their comprehensive Professional Development Plan. Note that in order to be recommended for the level II credential, candidates must document 2 years full time teaching. 3 credits.