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## SPECIAL EDUCATION PROGRAM

<b>SPED 282 Positive Behavior Support (3)</b>	<p>This course is designed to teach candidates for the Educational Specialist teaching credentials the competencies needed in order to maintain a safe and productive learning environment for all students in the classroom. The purposes of the course are to provide students with (a) an understanding of the basic theory, terms and behavioral principles of human behavior, (b) the skills to apply those principles to teaching and effective classroom management, and (c) an opportunity to reflect on how evidence-based practice in positive behavioral support and classroom management interfaces with cultural values, traditions, communication, learning styles, and relational patterns of culturally diverse students and their families.</p>
<b>SPED 285 Advanced Reading Preparation (2)</b>	<p>This course is designed for students in the Mild/Moderate Education Specialist Credential Programs. Course content will provide the candidate with a comprehensive and developmental perspective of the reading process and the development of literacy skills for all learners. There will be a focus on underlying theoretical foundations and implications for instruction. Balanced, literature based, integrated, collaborative, process oriented curriculum is emphasized. Current materials, programs, methods, strategies, and research will be reviewed with a best practice perspective toward instructional and assessment practice. Topics central to this course include emergent literacy at all age levels, content based reading instruction, teaching of comprehension skills and strategies, assessment, and multicultural/ multilingual considerations in literacy instruction. Strategies for accommodation and modification of the general education curriculum, environment, and teacher/student interactions will be provided which are designed to meet the needs of K12 students with varying backgrounds, abilities, and needs for support. This course incorporates content included in the Reading Instruction</p>



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	Competency Assessment (RICA) and the California English Language Arts Content Standards.
<b>SPED 290 Learning and Development for Education Specialist (2)</b>	The course prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.
<b>SPED 291 Introduction to Inclusive Education: Legal, Ethical, &amp; Educational Foundations (2)</b>	This course provides a comprehensive survey of the field of special education. Information will be provided on special education history, legislation, programs and service delivery models. The course will also include information on etiology, description, assessment and program planning for students with mild to moderate disabilities. Additional topics include effective collaboration with parents and other caregivers, as well as other professional and paraprofessional staff. Culturally and linguistically responsive family/parent issues in serving all students with diverse academic and social abilities are also addressed.
<b>SPED 292 Best Practices for the Education Specialist: Introduction to Assessment, Curriculum, and Case Management (3)</b>	This course provides an introduction to assessment, curriculum and instruction, and case management of Individualized Education Program (IEP). Candidates will also gain knowledge and skills related to the teaching of reading (standard 9), teaching English learners (standard 10), curriculum and instruction for students with disabilities (Standard 13), and the broad range of services delivery options in K-12 public schools.



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<b>SPED 293 Educational and Assistive Technology for Mild/Moderate Disabilities (1)</b>	This course provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.
<b>SPED 294 Teaching and Learning for Mild/Moderate Disabilities I (4)</b>	This course is designed to introduce Education Specialists Candidates to issues, curricula, and best practices for teaching the core curriculum standards in California public schools based on the Curriculum Frameworks and Content Standards approved by the California State Board of Education. In addition, candidates will continue to develop knowledge and skills in best practices associated with supporting access to General Education curriculum by students with mild/moderate disabilities. This course will extend candidates' knowledge and skills to effectively organize and implement instruction for students with diverse backgrounds and with diverse learning needs, including English learners. Candidates will demonstrate skills in the use of differentiated instructional strategies that ensure that all students have access and achievement in relation to the content standards. Candidates will demonstrate the ability to create a positive, inclusive climate of instruction for all students in a broad range of service delivery options. This course will also provide support, direction, and enrichment to candidates while in the first phase of student teaching or employed as interns.



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<b>SPED 295 Universal Access to Education for English Learners (2)</b>	This course is designed to prepare teacher candidates with the knowledge and skills to effectively organize and implement instruction for students with diverse backgrounds and with diverse learning needs, including English learners and special needs students. This course will examine federal and state laws that regulate programs and services for English Learners and students with special needs, including students with disabilities and gifted and talented. Candidates will demonstrate skills in the use of differentiated instructional strategies that ensure that all students have access and achievement in relation to the academic content standards. Candidates will demonstrate the ability to create a positive, inclusive climate of instruction for all students in the general education classroom.
<b>SPED 296 Health Education (1)</b>	The Health courses examine areas that affect the physical, emotional, and academic health of K-12 children. Emphasis is placed on the responsibilities of teachers and the school community to promote child health and physical well-being, and on strategies that contribute to the healthful behavior of children.
<b>SPED 297 Consultation, Collaboration, and Communication for the Education Specialist (2)</b>	Candidates will develop the capacity to successfully build positive relationships with families and staff as well as other agencies in order to benefit students with mild/moderate disabilities. Topics include effective collaboration with parents and other caregivers, as well as other professional and paraprofessional staff. Culturally and linguistically responsive family/parent issues in serving all students with diverse academic and social abilities are also addressed. Course topics are grounded in best practices and federal and state laws.



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**SPED 298 Teaching and Learning for Mild/Moderate Disabilities II (6)**

This course is designed to prepare Education Specialists Candidates for addressing issues, curricula, and best practices for planning, implementing, and evaluating transitional life experiences for students across the lifespan. This course also has a major focus on post- secondary transition planning, implementation and evaluation. The course also extends candidates' knowledge of teaching the core curriculum standards in California public schools based on the Curriculum Frameworks and Content Standards approved by the California State Board of Education. In addition, candidates will continue to develop knowledge and skills in best practices associated with supporting access to General Education curriculum by students with mild/moderate disabilities. This course will extend candidates' knowledge and skills to effectively organize and implement instruction for students with diverse backgrounds and with diverse learning needs, including English learners. Candidates will demonstrate skills in the use of differentiated instructional strategies that ensure that all students have access and achievement in relation to the content standards. Candidates will demonstrate the ability to create a positive, inclusive climate of instruction for all students in a broad range of service delivery options. This course will also provide support, direction, and enrichment to candidates while in the second phase of student teaching or employed as interns.



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<b>SPED 299 Assessment and Program Planning (3)</b>	This course includes an overview of the principles of testing, including measures of central tendency, variability, and correlation. The course will include evaluations of tests currently used in the public schools and in special education programs. Course assignments will include practice in the administration and scoring of representative samples of formal and informal assessment instruments. There will be an emphasis on the interpretation of assessment results and using assessment results to develop appropriate instructional programs, as well as a review of ethical and educational policy issues related to educational testing. This course requires fieldwork.
<b>SPED 300 Reading Preparation</b>	



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**SPED 430 Current  
Issues and Emerging  
Practice in Special  
Education (3)**

In this course, candidates will review current issues and emerging practices in the profession of Special Education. Students will examine educational policies and practices in terms of current and emerging ethical, legal, professional, and research issues for the profession. Students will be expected to demonstrate an ability to apply theoretical, legal, policy, ethical, and research issues to their professional practices as classroom teachers.