**SPECIAL EDUCATION PROGRAM**

The Special Education Program (SPED) at Saint Mary’s College of California Kalmanovitz School of Education offers graduate students a personalized, professional course of study in teaching individuals with exceptional needs.

The unique nature of the program and the dedicated, supportive faculty and staff provide an individualized experience for all students. The faculty is committed to a holistic approach in teaching and guiding students toward meeting professional goals, thus empowering them in their roles as future educators. The practical nature of the coursework is reflected in the focus on experiential learning and field-based activities. Theoretical information is integrated with effective teaching practices through academic courses and field supervision. All courses provide intensive, current research, curriculum and field experiences designed to address the needs of today’s diverse student population.

The Special Education Program is designed to prepare persons for careers in working with children with disabilities, and to meet the needs of those presently working in Special Education settings who wish to strengthen their expertise. The program has an internship option available for those candidates who qualify. The Saint Mary’s School of Education Program offers one specialization: Mild/Moderate Disabilities. This credential includes an authorization to teach English Learners. Most courses are offered in the late afternoon and early evening sessions.

At the time of admission to the program the applicant must either have fulfilled the California Basic Skills Requirement (BSR) or be registered for the next offering of one of the approved routes to the BSR. Also, the applicant must either be subject matter competent at the time of admission or be registered for the next offering of the appropriate California Subject Matter Competency Test (CSET) or be enrolled in an appropriate California Teacher Credential (CTC) - approved subject matter program.

**Mission Statement**
The mission of the Saint Mary’s College of California Kalmanovitz School of Education Special Education Program is to provide coursework and experiences that will produce committed special educators who are dedicated to their profession and to positive social change.

**Requirements for the Mild/Moderate Education Specialist Preliminary Credential**

- The credential requires that the student have earned a baccalaureate degree from a regionally accredited institution or its equivalent. It is strongly recommended that all baccalaureate coursework be completed before entering the credential program.

- Moral fitness review: all credential personnel in California must undergo the CTC’s background character review based upon submission of fingerprints to the California Department of Justice and the FBI. Passage of the background check is completed when the CTC issues a document in to the student. This clearance must be completed prior to participation in daily student teaching.
• The credential requires the successful completion of one of the approved routes to fulfill the BSR.

• All candidates are required to verify subject matter competence by passing the CSET Multiple Subject exam or the CSET in a core academic area of Single Subject. This requirement must be fulfilled prior to participation in daily student teaching.

• The US Constitution requirement can be met either by passing an examination offered by a California college or university with a CTC-approved teacher preparation program or by successfully completing appropriate coursework in US government or US history at a regionally accredited college or university.

• All candidates are required to pass the Reading Instruction Competence Assessment (RICA) Exam prior to recommendation for the Educational Specialist Credential.

**Student Teaching Placement:** Each candidate must successfully complete two teaching assignments: one in an elementary setting and the other in a secondary setting. Before students can participate in a daily student teaching course, they must have completed the CTC moral fitness review and the BSR requirement, be the subject matter competent and have demonstrated competency in the Teacher Performance Expectations.

**Required Courses for the Education Specialist - Mild/Moderate**

(32 units for the Course of Study for the Education Specialist Preliminary Credential)

**SPED 282A** - Positive Behavior Support I (2)

**SPED 290** - Learning and Development for the Education Specialist (2)

**SPED 291** - Introduction to Inclusive Education: Legal, Ethical, & Educational Foundations (2)

**SPED 292** - Best Practices for the Education Specialist: Introduction to Assessment, Curriculum and Case Management (3)

**SPED 293** - Educational and Assistive Technology for Mild/Moderate Disabilities (1)

*(The above coursework (10 units) meets the 120 hour pre-service requirements for the intern credential option)*

**SPED 282B** - Positive Behavior Support II (2)

**SPED 285** - Advanced Reading Preparation (2)
SPED 294 - Teaching and Learning for The Mild/Moderate Disabilities I (4) 
(with fieldwork component)

SPED 295 - Universal Access for English Learners (2)

SPED 296 - Health Education (1)

SPED 297 - Consultation, Collaboration, and Communication for the Education Specialist (2)

SPED 298 - Teaching and Learning for Mild/Moderate Disabilities II (6) 
(with the Student Teaching fieldwork component)

SPED 299 - Assessment and Program Planning (3)

**Master of Education Degree: Special Education**

The Master of Education Degree in Special Education includes all of the coursework necessary to earn the Saint Mary’s College of California Kalmanovitz School of Education Specialist Preliminary Credential*. Meet with the Program Director and/or your advisor for a plan of study during your first semester in the program.

*See the “Required Courses” under Education Specialist Credential: Mild/Moderate in this Catalog.

**Required Courses of Study for the Master of Education Degree in Special Education**

12 additional units of study required for the Master’s degree (total 44 units)

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

EDUC 572 - Research Seminar I (3)

EDUC 582 - Research Seminar II (3)

EDUC 592 - Thesis or Synthesis Project (3)

**SPED Course Descriptions**

**SPED 282A Positive Behavior Support I (2)**

This is an introductory course 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.

**SPED 282B Positive Behavior Support II (2)**
This course teaches candidates for the Educational Specialist teaching credentials the competencies needed in order conduct functional behavior analyses and behavior support plans. Models of collaborative practices that lead to critical partnerships with students, families, educators and agencies are investigated through skill development and self-analysis. This course provides the student with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for all students, including those with moderate to severe disabilities.

**SPED 285 Advanced Reading Preparation (2)**
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 Competency Assessment (RICA) and the California English Language Arts Content Standards.

**SPED 290 Learning and Development for Education Specialist (2)**
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.

**SPED 291 Introduction to Inclusive Education: Legal, Ethical, & Educational Foundations (2)**
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.

**SPED 292**  **Best Practices for the Education Specialist: Introduction to Assessment, Curriculum, and Case Management ((3)**

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.

**SPED 293**  **Educational and Assistive Technology for Mild/Moderate Disabilities**  **(1)**

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.

**SPED 294**  **Teaching and Learning for Mild/Moderate Disabilities I**  **(4)**

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.

**SPED 295**  **Universal Access to Education for English Learners**  **(2)**

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.

**SPED 296 Health Education (1)**
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.

**SPED 297 Consultation, Collaboration, and Communication for the Education Specialist (2)**
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.

**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.

**SPED 299 Assessment and Program Planning (3)**
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.
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.