

# EDUCATION (EDUU)

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## **EDUU 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 cognitive, 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.

## **EDUU 413 Student Health and Safety**

(Formerly EDUU 513) 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) life-long physical fitness, b) healthy living, and c) behavior that reflects concern for safety factors. 2 credits.

## **EDUU 414 Physical Education for Elementary Teachers**

(Formerly EDUU 514) 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.

## **EDUU 451 Educational Application of Computers: Level I**

(Formerly EDUU 551) This course is designed to help students develop an understanding of effectively choosing and utilizing technology in the educational setting to engage and motivate learners and present content in a unique and comprehensive way. Specific attention is placed on best practices, specific teaching strategies, and assessment to be used in today's classrooms. Equity, justice, diversity, and inclusion will be explored as it relates to technology access and opportunities. This course also helps build a connection between the learning process, teaching learning with EdTech tools, and the California Common Core Standards and the International Society for Technology in Education (ISTE) standards throughout California's curriculum. The integration of STEM/STEAM will be explored. This course offers a "hands-on" learning experience where students interact with effective, teacher-approved technology in order to provide the best educational experiences to others. 3 credits.

## **EDUU 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.

## **EDUU 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.

## **EDUU 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.

## **EDUU 512 The Art & Craft of Teaching**

**Prerequisites:** EDUU 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.

## **EDUU 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.

**EDUU 516 Introduction to Planning and Assessment****Prerequisites:** EDUU 510 & 511.

Candidates will develop the knowledge and skills necessary to create supportive learning environments, collaboratively plan effective instruction and instructional accommodations for students with mild/moderate and extensive support needs, while gaining an understanding of typical and atypical development. Candidates will understand how to utilize multiple assessment measures for eligibility, placement, goal formation, progress monitoring, service delivery, instruction, for informing accommodations, determining interventions, appropriate AAC, and collecting data on behavior and social skills. 25 hours of focused observations are required for each class in this program. Those hours will be completed through a combination of field-based assignments, video observations and interviews. A minimum of half of these hours will be completed at a school/field site. 3 credits.

**EDUU 517 Communication, Health, and Mobility****Prerequisites:** EDUU 516.

Candidates will develop the knowledge of typical and atypical development, appropriate and safe procedures, technology, and adaptive equipment, to meet the health and mobility needs of students with mild to extensive support needs, including medically fragile, deaf/blind, and traumatic brain injury students, to create and support access to safe and accessible learning environments that facilitate student learning and engagement with the core curriculum. Candidates will develop the knowledge and skills to collaboratively plan instruction that incorporates a range of communication strategies and age-appropriate, functional and meaningful activities to encourage student participation in learning, and utilizes assistive technology and AAC, including low- and high-tech equipment and materials, to promote curriculum access and skills development while addressing functional limitations of movement and/or sensation of students with disabilities. 25 hours of focused observations are required for each class in this program. 3 credits.

**EDUU 519 Teaching Students with Mild/Moderate Disabilities****Prerequisites:** EDUU 510, EDUU 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.

**EDUU 526 Theories in Language Structure and Acquisition**

This course teaches candidates about language functions and variation (e.g., social functions, dialectical variations), and about discourse and pragmatics so that they can be directly applied to the instruction and assessment of English Learners in order to promote their language development, communicative competence, and academic achievement. The course provides candidates with a broad and deep understanding of theories, models, and processes of second language acquisition, including the factors that affect second language acquisition. Candidates demonstrate their application of this knowledge to instructional planning and practices for teaching literacy to English learners. 3 credits.

**EDUU 527 English Language and Literacy Development**

This course provides candidates with a conceptual understanding of the historical and legislative foundations of instructional programs for English learners. This course builds candidates' knowledge of current research of various instructional program models and methods for English learners. The course focuses on current approaches and methods in English Language/Literacy Development (ELD) and content-based English Language Development instruction including SDAIE. 3 credits.

**EDUU 528 Content-Based Instruction and Assessment for Linguistic Minority Students: SDAIE****Prerequisites:** Successful completion of EDUU 527.

This course develops candidates' ability to utilize the methodology of ELD, content-based ELD, and SDAIE to scaffold student acquisition of language and grade-level content knowledge across the curriculum and to target listening, speaking, reading and writing skills. Candidates also learn how to differentiate and scaffold assessments for English learners and use the results of assessments to build on language proficiency. Candidates demonstrate their knowledge through the development of an integrated thematic unit. 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 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.

**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**

This course helps develop candidates' understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. Students explore cultural similarities and differences in communication styles and utilize strategies for fostering positive interactions among culturally diverse students. Candidates examine their own cultural beliefs and assumptions and analyze how they impact student learning and achievement. Candidates demonstrate an understanding of multicultural education and how to implement strategies that reflect an inclusive approach with regard to students' cultural and language backgrounds. 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 576 Education Specialist Student Teaching Seminar A**

**Corequisite:** EDTU 550 or EDTU 552 or EDTU 554.

This seminar course is taken concurrently with Student Teaching I (EDTU 550 or EDTU 552 or EDTU 554) and provides student teachers with opportunities to reflect upon and connect their learning from clinical practice to the Teaching Performance Expectations. While focusing on the needs of students with disabilities, including students who are English Language Learners and who have had adverse life experiences, candidates strengthen their teaching skills as they plan instructional activities, teach academic content, and assess student learning. Candidates engage in continuous improvement by incorporating data from student assessments and feedback from their instructor and peers to modify their instruction and professional behaviors. The course activities and learning outcomes prepare the candidate to complete the CalTPA Teaching Performance Assessment Cycle 1. 2 credits.

**EDUU 577 Education Specialist Student Teaching Seminar B**

**Prerequisite:** EDUU 576.

This seminar course is taken concurrently with Education Specialist Student Teaching II and provides student teachers with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates will focus on the needs of students with disabilities (including students who are English Language Learners) by developing effective classroom management strategies, planning for and implementing differentiated instruction with high-leverage practices, and assessing student learning. Candidates will participate in critical thinking, inquiry, and problem solving, with an emphasis on personal reflection of their teaching, values, and implicit/explicit biases. Candidates establish professional learning goals and will prepare to complete the CalTPA Teaching Performance Assessment Cycle 2. 2 credits.

**EDUU 580 Education Specialist Intern Seminar A**

**Co-Requisite:** EDTU 575-A-B and/or EDTU 575-C or EDTU 565-A-B and/or EDTU 575-C or EDTU 567 A-B and/or EDTU 575-C.

This seminar course is taken concurrently with Education Specialist Supported Teaching I (EDTU 575 ABC; EDTU 565 ABC; EDTU 567 ABC) and provides interns with opportunities to reflect upon and connect their learning from clinical practice to the Teaching Performance Expectations. While focusing on the needs of students with disabilities, including students who are English Language Learners and who have had adverse life experiences, candidates strengthen their teaching skills as they plan instructional activities, teach academic content, and assess student learning. Candidates engage in continuous improvement by incorporating data from student assessments and feedback from their instructor and peers to modify their instruction and professional behaviors. The course activities and learning outcomes prepare the candidate to complete the CalTPA Teaching Performance Assessment Cycle 1. 2 credits.

**EDUU 581 Education Specialist Intern Seminar B**

**Prerequisite:** EDUU 580.

This seminar course is taken concurrently with Education Specialist Supported Teaching II and provides interns with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates will focus on the needs of students with disabilities (including students who are English Language Learners) by developing effective classroom management strategies, planning for and implementing differentiated instruction with high-leverage practices, and assessing student learning. Candidates will participate in critical thinking, inquiry, and problem solving, with an emphasis on personal reflection of their teaching, values, and implicit/explicit biases. Candidates establish professional learning goals and will prepare to complete the CalTPA Teaching Performance Assessment Cycle 2. 2 credits.

**EDUU 590 Education Specialist Advanced Internship Seminar A**

**Co-requisite:** EDTU 565-D-E and/or EDTU 565-F or EDTU 567 D-E and/or EDTU 567-F or EDTU 575-D-E and/or EDTU 575-F.

This seminar course is taken concurrently with Supported Teaching I (Advanced Interns) 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. Candidates prepare to complete or revise and resubmit the CalTPA Teaching Performance Assessment Cycle 1 and/or 2. 2 credits.

**EDUU 591 Education Specialist Advanced Internship Seminar B**

**Co-requisite:** EDTU 566-B or EDTU 568-B or EDTU 576-B.

This seminar course is taken concurrently with Supported Teaching II (Advanced Interns) 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. Candidates prepare to complete or revise and resubmit the CalTPA Teaching Performance Assessment Cycle 1 and/or 2. 2 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 MMSN/ESN Special Education students: EDUU 516; for ECSE students: EDUU 665; 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 25 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 - Equity and Equality****Prerequisite:** EDUU 600.

An examination of various educational philosophies, methods, patterns of control, financing, organization and relationships with the larger society in multiple countries of the world, including the United States, through the lens of equity and equality for all learners. Comparison and a comprehensive social science methodology is emphasized. Students examine historical, political, economic, and social factors from an international, national, and local perspective. 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, EDUU 606, EDUU 609.

Students who take this course are strongly advised to have either current or prior K-12 classroom teaching experience. Candidates in the MAT program must also have completed all credential coursework (including 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 624 Foundations of 21st Century Teaching****Prerequisite:** Active teaching credential or EDUU 510 or EDUU 515, and EDUU 451 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 625 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 628 Advanced Design and Assessment of 21st Century Teaching****Prerequisites:** 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 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:** 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 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 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 639 Pedagogical Leadership in Early Childhood Education****Prerequisite or Corequisite** ECED 330.

This course introduces students to content-specific knowledge and skills for promoting development and learning for all young learners in the early childhood education setting across all academic disciplines. Students will become familiar with early learning standards and how to apply universal design for learning; interpret English language assessments outcomes; manage classrooms; and adapt and modify curriculum and instruction for all learners. Students gain introductory knowledge required for consultation, co-teaching, supervision and mentorship in collaboration with families and other professionals. Students will spend up to 25 hours observing children Birth through K and completing field based assignments. 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 Leading Change in Early Childhood Programs: Capstone**

**Prerequisites:** EDUU 640, EDUU 641 and EDUU 642.

This capstone course starts with an overview of program evaluation and transformational leadership strategies. Candidates will use the knowledge gained throughout their graduate coursework (the MAE core and LECE courses) to analyze the quality of a local preschool or infant/toddler program. Candidates will examine a program to evaluate its efficacy in providing an engaging, relationship-based, developmentally appropriate setting for young children, in its support of teachers and connections with parents and community. Based on this analysis, candidates will develop and lead a focused collaborative transformational change strategy to address one area of need. 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 644 Development, Risk, and Resilience**

**Prerequisites:** ECED 330.

For intern eligibility, EDUU 644 and EDUU 665 may be taken concurrently. This course introduces students to the interaction between risk and protective factors to promote resilience for children who have environmental and/or biological risk and those with established conditions leading to eligibility for special education services. Students will explore in depth the impact of a variety of disabilities on development and learning so that they can provide appropriate support and services for young children and their families. Students will spend up to 25 hours observing children Birth through K with and without disabilities and completing field based assignments. 3 credits.

**EDUU 645 Consultation, Collaboration and Co-teaching in Early Intervention and Early Childhood Special Educ**

**Prerequisite:** EDUU 668.

This course is designed for candidates to apply knowledge and skills in coaching, collaboration, consulting, and co-teaching in Early Intervention and Early Childhood Special Education. Students will practice shared decision making with service providers and families in implementing the Individualized Family Service Plan/Individualized Education Program. Students will demonstrate characteristics of lifelong learning including giving and receiving constructive feedback and self-reflection. Students will spend up to 25 hours engaged in field-based assignments. 3 credits.

**EDUU 655 Individualized Education Plan Development and Special Education Law**

**Prerequisites:** for special education students: EDUU 516.

School psychology candidates have no prerequisites for this course. The course is designed both for special education teachers and school psychologists. Candidates 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. Candidates 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 may be expected to observe an IEP meeting. 25 hours of fieldwork are required for this course. 3 credits.

**EDUU 661 Collaboration in Special Education**

**Prerequisites:** EDUU 632.

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 662 Collaboration and Co-Teaching**

**Prerequisites:** EDUU 517.

This course focuses on professional collaboration, co-teaching, and conflict resolution techniques for those working with individuals with disabilities in home, school, and community settings. Candidates will learn to use a variety of effective collaboration and co-teaching teaching strategies, 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 and co-teaching are addressed. 25 hours of fieldwork will be required for each class in this program. 3 credits.

**EDUU 663 Advanced Methods In Special Education**

**Prerequisites:** EDUU 517.

Candidates will learn advanced methods and strategies for teaching students with a variety of disabilities. The course will focus on adapting, planning, and adjusting instruction that is standards-aligned and tailored to the unique needs of students and their families. Candidates will design learning experiences that encompass the monitoring and the assessment of student learning in a safe and effective learning environment. Additional emphasis will be placed on the importance of coordination, collaboration, co-teaching and effective communication with other service providers. Reflection on one's own teaching and the importance of professional development to one's practice will also be reinforced in the course. 25 hours of fieldwork will be required for each class in this program. 3 credits.

**EDUU 664 Advanced Assessment in Special Education****Prerequisites:** EDUU 517.

Candidates 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 and extensive support needs will be addressed. Emphasis will be placed on the skill of making appropriate educational decisions based on a variety of standardized and non-standardized techniques, instruments, and processes that are appropriate to the diverse needs of individual students. Candidates will learn to identify individual strengths and weaknesses and monitor progress of student achievement. 25 hours of fieldwork will be required for each class in this program. Those hours will be completed through a combination of field-based assignments, video observations and interviews. A minimum of half of these hours will be completed at a school/field site. 3 credits.

**EDUU 665 Historical, Philosophical, and Legal Foundations of Early Intervention/Early Childhood Special Ed****Prerequisites:** ECED 330.

For intern eligibility, EDUU 644 and EDUU 665 may be taken concurrently. This introductory course to Early Childhood Special Education 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 in the course will learn the roles, dispositions and expectations for Early Interventionists, Early Childhood Special Educators, Early Childhood Educators and Itinerant service providers. 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 spend up to 25 hours observing services for young children from birth through K with disabilities and completing field based assignments. 3 credits.

**EDUU 666 Family Guided Practices in Early Intervention and Early Childhood Special Education****Prerequisites:** EDUU 665.

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, education and access to educational and community based services. Candidates gain skills in communicating effectively in a culturally and linguistically appropriate manner to strengthen family, professional and community partnerships. Candidates will develop skills in interviewing families to collect data on child and family routines, needs, concerns and interests toward the development of the IFSP/IEP and develop the ability to self-reflect on their family-guided practices. Candidates will spend up to 25 hours engaging with families of young children from birth through K with disabilities and completing field based assignments. 3 credits.

**EDUU 667 Assessment in Early Intervention and Early Childhood Special Education****Prerequisite:** EDUU 666.

This course introduces the candidate to the different assessment and evaluation procedures used in Early Intervention and Early Childhood Special Education including eligibility, goal and IFSP/IEP development and progress monitoring. An emphasis is on understanding the different types of assessments, their purposes, interpreting assessment results and communicating those results using family appropriate language. Candidates will collaborate with families to conduct a curriculum based assessment to gather child information, translate assessment results into child outcomes and/or goals, and plan for progress monitoring. Candidates will spend up to 25 hours observing young children from birth through K with disabilities and completing field based assignments. 3 credits.

**EDUU 668 Curriculum and Intervention in Early Intervention and Early Childhood Special Education****Prerequisite:** EDUU 667.

This course introduces candidates to a range of curricula used in early childhood settings including home visiting and center based programs. Candidates will develop an educational program plan based on a naturalistic approach that includes elements of Universal Design for Learning (UDL), accommodations and the embedding of child goals into routines, planned and child initiated activities. The course addresses collaborative teaming to implement instruction and intervention with families, caregivers, paraprofessionals and professionals to support a young child's success across environments such as the home, child care, public and community based preschool and more restrictive special education settings. Candidates will spend up to 25 hours engaging with young children from birth through K with disabilities and their families and completing field based assignments. 3 credits.

**EDUU 670 Field Experience in Early Intervention and Early Childhood Special Education****Prerequisites:** EDUU 669 or EDUU 679, and a valid Certificate of Clearance on file with the CTC and a Negative TB Test.

This course is only required for candidates seeking the ECSE added authorization program. In this course, candidates reflect on their practice under the supervision of their instructor and complete a portfolio demonstrating skills in engaging families, assessing infants, toddlers and young children and planning and implementing effective interventions with young children to enhance the development of cognitive, social, learning and effective skills across settings. 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 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 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 679 Advanced Strategies in Early Intervention and Early Childhood Special Education****Prerequisite:** EDUU 668.

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, intellectual disability, multiple disabilities, visual impairment, hearing loss, deaf blindness, motor disabilities, and related needs, such as severe behavioral challenges. Candidates will gain knowledge and skills in advanced collaborative methods in instruction, adaptations, and individualized intervention leveraging assistive technologies in addressing IFSP/IEP goals. Candidates will spend up to 25 hours engaging with young children from birth through K with extensive support needs and their families and completing field based assignments. 3 credits.

**EDUU 692 The Science and Philosophical Underpinnings of Applied Behavior Analysis**

EDUU 692 is the first in a 7 course sequence and addresses the BACB 5th task list items A1-5; B1-7 and E6. The class introduces students to the historical, philosophical, ethical and scientific foundations of Applied Behavior Analysis (ABA). Students in this class also learn, reflect upon and apply basic behavioral principles. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments such as observations and interviews. 3 credits.

**EDUU 693 The Foundational Concepts and Principles of Applied Behavior Analysis****Prerequisites:** EDUU 692.

EDUU 693 is the second course in a 7 course sequence and addresses the BACB 5th task list items B8-B14 and E1-E2. The class introduces students to behavioral principles that govern behavior and behavior change. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments such as environmental and behavioral analyses. 3 credits.

**EDUU 694 Using and Analyzing Measurement, Data and Experimental Design in Applied Behavior Analysis****Prerequisites:** EDUU 693.

EDUU 694 is the third course in a 7 course sequence and addresses the BACB 5th task list items C1-11, D1-6 and E9. This class introduces students to the various ways in which behavior is defined and measured, data analysis, and interpretation and research methodology with an emphasis on single case design research. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments that involve in-depth behavioral observations and data collection. 3 credits.

**EDUU 695 Assessment to Guide and Evaluate Intervention in Applied Behavior Analysis****Prerequisites:** EDUU 694.

EDUU 695 is the fourth course in a 7 course sequence and addresses the BACB 5th task list items F1-F9 and E3. This class introduces students to the various ways in which assessment data are collected, analyzed and used to identify targets for behavioral and academic intervention, develop methods of reinforcement, and evaluate intervention effectiveness. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments such as preference assessments and a functional behavior assessment. 3 credits.

**EDUU 696 Selecting and Implementing Interventions for Behavior Change in Applied Behavior Analysis****Prerequisites:** EDUU 695.

EDUU 696 is the fifth course in a 7 course sequence and addresses the BACB 5th task list items E2, G1-22 and H1-5. This class introduces students to intervention approaches and specific strategies that promote behavior change, generalization and maintenance. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments such as implementing specific and evidence based strategies within an intervention plan for behavior change. 3 credits.

**EDUU 697 Program Oversight, Collaboration and Management in Applied Behavior Analysis****Prerequisites:** EDUU 696.

EDUU 697 is the sixth course in a 7 course sequence and addresses the BACB 5th task list items E1, E5, E7, E10, H6-9 and I1-8. This class addresses program level expectations that include collaborating with families and other providers, program oversight and evaluating program effectiveness through the analysis data. Students also use behavioral principles and interventions for personnel training, supervision, and evaluation. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments such as evaluating program success and evaluating the delivery of interventions. 3 credits.

**EDUU 698 Ethical Behavior and the Compliance Code for Applied Behavior Analysts**

**Prerequisites:** EDUU 697.

EDUU 698 is the seventh course in a 7 course sequence and addresses the BACB 5th task list items E1-E10. This class addresses ethical responsibilities that applied behavior analysts have to their clients, colleagues, discipline, related disciplines and the Behavior Analyst Certification Board (BACB). Students work together to analyze case studies derived from the literature and practice through the lens of the compliance code for applied behavior analysts. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments such as interviewing supervisors in the field and reviewing program policies and forms. 3 credits.