

EPIC

EDUCATION PREPARATION FOR
INCLUSIVE CLASSROOMS

Course Catalog

2016 – 2017

Santa Clara County  Office of Education

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Introduction

The EPIC Program is designed for working college graduates wishing to pursue careers in Special Education with a preliminary and/or clear credential. This program was developed to prepare candidates to become education specialists in inclusive classrooms. Quarter system classes are offered in the early evening hours and on some Saturdays at the Santa Clara County Office of Education. Coursework for the Preliminary Credentials in Early Childhood Special Education (ECSE) and Moderate/Severe (MS) are divided into modules covering a two-year period, while candidates also work as interns during their second year. Participants will move as a cohort through the program, sharing their learning experiences and beginning cross program collaborations that will assist them throughout their careers as Education Specialists. The Clear Education Specialist Induction Program for ECSE, MS, and Mild/Moderate (MM) will take candidates a year to complete, and clear candidates will be partnered as buddies to the preliminary candidates.



Preliminary Credential Courses

Year 1: Preliminary Early Childhood Special Education & Moderate/Severe

SPED 201A. Curriculum for Inclusive Classrooms

Providing accommodations and differentiating instruction are essential practices for special educators. Education should support all students' learning and their ability to learn. Candidates will observe and explore various curriculum and strategies to use in the inclusive classroom for all children, including children with disabilities and those who are learning English. There will be a focus on research-based approaches for designing, adapting, prescribing, and delivering instruction in content areas with special emphasis on progress monitoring. Relevant standards and curriculum will be examined with the goal of designing standards-based, individualized instruction that is functional, appropriate, and systematic for all students who have special needs, including students with cultural, linguistic socio-economic, gender and sexual orientation diversity considerations. Candidates will clearly understand how to access the general education curriculum and support all students with active participation in every lesson with the necessary supports, services and adaptations required for individual students.

3 units, Fall (L. Beto & K. Engelter)

Winter (L. Beto & K. Engelter)

Spring (L. Beto & K. Engelter)

SPED 202A. Classroom Management

Fundamental course in learning, learning theory, behavior, behavioral theory, effective teaching and the principles and procedures of applied behavior analysis with applications to the early childhood, special, and general education classroom emphasizing safe schools for all. Focus will be on strategies for increasing individual learning and providing positive behavioral support to students in the classroom, while also teaching students to be successful, self advocating self managers. Assessment, documentation, and positive approaches to prevention to promote positive behaviors and self-regulatory behaviors as well intervention for disruptive and aggressive behaviors will be demonstrated. Primary emphasis is placed on effective, efficient, and socially valid instruction of young children and students with moderate to severe learning and behavior disabilities.

3 units, Fall (B. Thiemann)

SPED 203A. Collaboration

Teaming, partnerships, and collaboration are practices that special educators must embrace and continually hone and refine. Attitudes, skills, and dispositions that foster healthy and productive collaborative relationships are essential for working with teams to provide services for individuals with disabilities. This course focuses on these attitudes, skills, and dispositions, and empowers special educators to examine the benefits and challenges of collaborating with others to maximize the learning potential of every student, including students who are culturally and linguistically diverse.

2 units, Spring (B. Majchrzak)

SPED 205. Typical/Atypical Child Development

This course is designed to introduce the student to the rich variety of typical and atypical growth and developmental patterns in infants, children and youth who may or may not be an English learner. Concepts will be presented through a developmental domain perspective. Disabling conditions and risk factors will be presented in relationship to environment and neurodevelopment. Students will identify these conditions and have a sense of how they may impact development and learning. Students will have the opportunity to compare and contrast developmental scales and compare a child with and without disabilities, and at risk populations (including an English learner) to those scales.

3 units, Winter (K. Wahl)

SPED 206. Working with Language Diverse Communities

The course is intended for students who will work with families of children with special needs within language diverse communities and may be English language learners. Students will learn about cultural values, including inter- and intra- group differences, health and healing values, attitudes toward individuals with disabilities, child rearing practices through the exploration of underlying concepts such as acculturation and assimilation, intervention strategies/support services and language issues. The course will investigate family support principles as a key strategy in working with language diverse families. The course is designed to facilitate the student's development of critical analytical skills in the evaluation and interpretation of cross-cultural issues in theory and practice.

3 units, Fall (F. Ferrer)

SPED 207. Development of Language and Literacy

This course will increase the student's knowledge base concerning the learner, the teacher, the language-learning process, normal and atypical language acquisition, learning environments, learning styles, language learning strategies, second language learning and key theoretical perspectives on language learning and development. Current and past practices concerning speech and language acquisition will be reviewed. Information concerning language and early literacy development will assist the student to become a competent collaborator in terms of developing language development programs and a decision-maker regarding referrals for further assessment.

3 units, Summer (B. Spsychala)

SPED 208. Medical Health Aspects, Movement and Mobility

This course will introduce the students to the health, safety and nutrition knowledge important in working with young children with special needs and children/youth with Mild to Moderate disabilities. Course content includes medical and health problems evolving from perinatal developmental risk factors, and/or chronic medical conditions. Introduction to the medical team functions, interpretation of medical histories; specialized medical equipment and feeding procedures; handling children with physical disabilities; family reactions and coping strategies; and community resources are addressed.

3 units, Winter (D. Cox)

SPED 209. Augmentation & Alternative Communication

This course is designed to provide candidates with the skills required to work effectively with children and youth who may need an augmentative and alternative communication system (AAC) and/or other assistive technology. The focus of this course will be on understanding the different forms of AAC and assistive technology (AT) to support the students with whom they will work. There will be a very strong emphasis on familiarity of AAC and AT tools, devices, augmentative aides and specific technology to support social interactions, accessing the general education curriculum and independence. Portions of this course will be held in the SCCOE AAC/AT Lab where candidates will be given hands-on experience.

2 units, Summer (T. Anderson & J. Crivello)

Year 2: Preliminary Early Childhood Special Education & Moderate/Severe*

SPED 220. Fundamentals of Assessment

Survey of standardized and non-standardized assessment techniques and how they are employed to identify, develop programs, and monitor performance of young children and youth with disabilities. Critical skills and experiences with using these techniques and interpreting the results will be presented so that candidates can become competent assessors of at-risk students as well as effective members of IFSP, IEP, or ITP decision-making teams. Students will administer formal assessment instruments, and construct, administer and evaluate informal assessments as well. Attention is given to techniques required to ensure nonbiased, nondiscriminatory assessment and compliance with public law.

2 units, Fall (M.A. Dewan)

SPED 221. Alternative Assessment

The course includes hands-on practice selecting, administering, scoring, reporting and interpreting alternative methods of assessing young children and youth with moderate to severe disabilities. Included are the following: a review of recommended practices in assessment and education; alternative methods such as observations, portfolios, curriculum-based, play-based and ecological assessment. Focus will also be on report writing and skill-building in translating assessment results into educational planning. Class lectures, discussions, activities and assignments offer opportunities for hands-on and simulated experiences with a variety of assessment methods and tools included in the rich array of alternative or informal assessments that may include but are not limited to limited to i.e.: California English Language Development Test (CELDT) or Comprehensive Alternate Language Proficiency Survey (CALPS) for Students with Moderate/Severe Disabilities.

2 units, Winter (M.A. Dewan)

*Candidates must also take appropriate Year 2: ECSE- or MS- specific classes.

SPED 222. Family Systems and Parent Education

This course is designed to provide candidates with the skills required to work effectively with the families of children and youth with disabilities and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and problem solving skills, active listening, utilization of parent interview techniques in family assessment and methods for assessing educational and developmental service delivery systems. There will be a very strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. Focus will also be on characteristics of adult learners and how to facilitate effective parent education.

3 units, Spring (H. Doi)

SPED 223. Professional, Legal and Ethical Aspects of Special Education

Exploration of policy and procedures pertinent to the special education system in terms of standardized assessment, management, finance, laws, regulations, professional ethics, student placement, instruction, ethical obligations and other compliance requirements as they relate to children and youth including students with disabilities and those who are English learners at any level.

3 units, Spring (M.A. Bosward)

Year 2: Preliminary Early Childhood Special Education

SPED 230. Intervention for Young Children with Special Needs

The purpose of this course is to develop the skills necessary to provide quality intervention for young children with special developmental needs from birth to five years of age. It includes a study of the philosophies of early intervention, curricula resources and research-based intervention models and strategies. Assignments promote opportunities to simulate a variety of intervention techniques and to think critically about how relationships, environments, and materials affect a child's experience of intervention. Evidence-based intervention approaches for specific disability areas such as visual impairment, physical impairment, autism spectrum disorders and general developmental delay will be investigated. Class discussions and assignments will expand on information provided in assigned readings and acquired through field experience.

3 units, Fall (K. Engelter & S. Marshall)

SPED 231. Infant/Toddler Intern/Field Experiences

This internship is an advanced level supervised field experience that focuses on teaching/intervention with birth -5 year olds within natural environments and least restrictive environments for inclusive practices. This is a performance-evidenced experience that requires direct observation by an assigned SCCOE Early Start Program Teacher. Candidates will be expected to provide documented evidence related to demonstrated competency in relation to referral, assessment, IFSP/IEP/BSP processes, home-based intervention, classroom instruction, materials and classroom modification, consultation, collaboration, co-teaching, in-service training, behavioral planning and intervention for children of all learning levels including English learners. Observations and practical experiences across age groups and educational settings for which the education specialist credential will be certified are mandatory. Candidates must also provide evidence of working with English language learners with concurrent special education IFSP/IEP documented needs.

3 units, Summer (K. Wabl)

SPED 232. Preschool Intern/Field Experiences

This internship is an advanced level supervised field experience that focuses on teaching/intervention with birth -5 year olds within natural environments and least restrictive environments for inclusive practices. This is a performance-evidenced experience that requires direct observation by an assigned SCCOE Mentor/ supervisor and a district support provider. Candidates must participate in all program activities including scheduled monthly seminars. Candidates will be expected to provide documented evidence related to demonstrated competency in relation to referral, assessment, IFSP/IEP/BSP processes, home-based intervention, classroom instruction, materials and classroom modification, consultation, collaboration, co-teaching, in-service training, behavioral planning and intervention for children of all learning levels including English learners. Observations and practical experiences across age groups and educational settings for which the education specialist credential will be certified are mandatory. Candidates must also provide evidence of working with English language learners with concurrent special education IFSP/IEP documented needs.

3 units, Fall (S. Marshall)

Winter (S. Marshall)

Spring (S. Marshall)

Year 2: Preliminary Moderate/Severe

SPED 240. Curriculum and Instruction for Individuals with MS Disabilities

This course examines curriculum, behavior, communication skills and the needs of children and youth with moderate to severe disabilities. It focuses on implications and evidence-based methods of assessment and curriculum development for individuals who are moderately, severely, or profoundly developmentally delayed or have multiple disabilities. Included is information on curriculum adaptation, self-advocacy and residential services. Special attention will be given to the challenges of teaching mathematics. This course discusses positive behavior intervention planning and communication skills strategies that allow individuals with a wide range of disabilities and English Learners to participate in inclusive education settings.

4 units, Fall (S. Park)

SPED 241. Reading and Language Arts

This course examines concepts in reading including formal and informal methods for determining a student's reading ability in order to plan effective instruction. Methods and materials for the sequential development of decoding, encoding, fluency, vocabulary and reading comprehension will be discussed and practiced. The impact of all levels of students who are learning English within the development of learning reading will be addressed throughout the course.

3 units, Winter (L. Beto)

SPED 242. Moderate/Severe: Intern/Field Experience

This supervised field experience in teaching children and youth with moderate to severe disabilities encompasses enhanced teaching responsibilities in community and classroom education service delivery models ranging from special day class, general education settings and/or community based instruction. Required proficiencies must be met and documented in a competency log. Observations and practical experience across age groups and education settings will be expected. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP processes, instruction, intervention, modifications of programs and materials, consultation, co-teaching, supervision of paraprofessionals, behavior planning and intervention including all learning levels as well as students who are English learners.

3 units, Fall (M.A. Bosward)

Winter (M.A. Bosward)

Spring (M.A. Bosward)



Clear Credential Courses

SPED 201B. Curriculum in Action

Providing accommodations and differentiating instruction are essential practices for special educators. Education should support all students' learning and their ability to learn. Candidates will observe and explore various curriculum and strategies to use in the inclusive classroom for all children, including children with disabilities and those who are learning English. There will be a focus on research-based approaches for designing, adapting, prescribing, and delivering instruction in content areas with special emphasis on progress monitoring. Relevant standards and curriculum will be examined with the goal of designing standards-based, individualized instruction that is functional, appropriate, and systematic for all students who have special needs, including students with cultural, linguistic socio-economic, gender and sexual orientation diversity considerations. Candidates will clearly understand how to access the general education curriculum and support all students with active participation in every lesson with the necessary supports, services and adaptations required for individual students.

3 units, Fall (L. Beto & K. Engelter)

Winter (L. Beto & K. Engelter)

Spring (L. Beto & K. Engelter)

SPED 202B. Behavior Support in Action

Behavior impacts human development at all ages and stages of life and is typically a matter of concern for individuals with disabilities. This course focuses on understanding, assessing, managing, teaching and monitoring behavior. Students review classroom and school management strategies and explore in greater depth individual functional analysis and individual behavior management plans with the goal of transition planning. Students learn advanced strategies and interventions for preventing, minimizing, and resolving challenging behaviors in the classroom as well as how to facilitate acceptable behaviors. These strategies and interventions will empower teachers to support students with emotional and behavioral disorders in the general and special education classroom.

3 units, Fall (B. Thiemann)

SPED 203B. Collaboration in Action

Teaming, partnerships, and collaboration are practices that special educators must embrace and continually hone and refine. Attitudes, skills, and dispositions that foster healthy and productive collaborative relationships are essential for working with teams to provide services for individuals with disabilities. This course focuses on these attitudes, skills, and dispositions, and empowers special educators to examine the benefits and challenges of advanced collaboration with others to maximize the learning potential of every student, including students who are culturally and linguistically diverse. Emphasis will be placed on demonstration of advanced collaborative skills in the development of IFSPs, IEPs and ITPs in inclusive classrooms.

3 units, Spring (B. Majchrzak)

SPED 204B. Reflection in Action

The purpose of this monthly seminar is to provide an opportunity for candidates in the Clear Educational Specialist Credential Program to reflect, discuss and problem solve issues directly related to success and confidence in daily life as a special educator. Candidates will be expected to reflect on themselves as credential specialists employed as Education Specialists. They will be asked to refer to the Transition Plans developed in their Preliminary Credential Programs as they work to develop their Individualized Professional Induction Plan (IPIP). This plan, as discussed below, will be the result of a collaborative partnership between each candidate's employing district and the SCCOE. It may include non-SCCOE activities. Seminars may be held in other settings in the community and may include other professionals, parents and colleagues as appropriate.

3 units, Fall (R. Cook)

Winter (R. Cook)

Spring (R. Cook)

