

Special Education

IN THE COLLEGE OF EDUCATION

OFFICE: North Education 70

TELEPHONE: 619-594-6665

WEBSITE: <http://sdsu.edu/education/sped>

Faculty

Laura J. Hall, Ph.D., Professor of Special Education,
Chair of Department

Regina R. Brandon, Ph.D., Associate Professor of Special
Education

Bonnie R. Kraemer, Ph.D., Associate Professor of Special
Education

Yasemin Turan Qian, Ph.D., Associate Professor of Special
Education

Christopher Brum, Ph.D., Assistant Professor of Special Education

Lauren Collins, Ph.D., Assistant Professor of Special Education

Paul Luelmo, Ph.D., Assistant Professor of Special Education

Jessica Suhrheinrich, Ph.D., Assistant Professor of Special
Education

Courses Acceptable for Master's Degree Programs in Education (SPED)

Refer to Courses and Curricula and Regulations of the Division of Graduate Affairs sections of this bulletin for explanation of the course numbering system, unit or credit hour, prerequisites, and related information.

UPPER DIVISION COURSES

SPED 500. Human Exceptionality (3)

Historical, philosophical, and legal aspects of special education that affect identification and programming for diverse learners with exceptionalities. Characteristics of individuals with special needs and implications for adapting living and learning environments. Meets special education mainstreaming requirement for all basic teaching credentials.

SPED 501. Typical and Atypical Learning Processes (3)

Prerequisites: Credit or concurrent registration in Special Education 500; concurrent registration in Special Education 502.

Theory, research, and processes in learning in relation to individuals with disabilities. Foundations of learning, development, and intervention.

SPED 502. Field Experiences in General and Special Education (1) Cr/NC

Three hours of observation/participation per week.

Prerequisite: Concurrent registration in Special Education 501.

Observation and participation in general and special education classrooms and related school activities for students with disabilities.

SPED 505. Educational Services for Students with Serious Emotional Disturbance (1)

Prerequisite: Admission to credential program.

Educational needs and services for students with serious emotional disturbance. Classroom interventions and procedures.

SPED 524. Characteristics of Students with Mild/Moderate Disabilities (3)

Prerequisite: Special Education 500.

Historical and philosophical perspectives of programs related to students with mild/moderate disabilities. Research on educational programs, curricular approaches, and characteristics.

SPED 525. Characteristics of Students with Moderate/Severe Disabilities (3)

Prerequisite: Special Education 500.

Historical and philosophical perspectives of programs related to students with moderate/severe disabilities. Research on educational programs, curricular approaches, and characteristics with emphasis on services in context of school reform.

SPED 526. Characteristics and Education of Students with Physical, Health, and Sensory Impairments (3)

Prerequisite: Admission to credential program.

Historical and philosophical perspectives, characteristics, needs, and supports for individuals with physical, health, and sensory impairments in educational, home, and community settings. Implications of health concerns for programming.

SPED 527. Special Education in a Pluralistic Society (3)

Prerequisite: Credit or concurrent registration in Special Education 500.

Historical and philosophical perspectives of cultural pluralism in special education and programs related to diverse students with disabilities. Research on curricular approaches and instructional needs. Sociocultural aspects related to disability, race, ethnicity, gender, and language.

SPED 528. Young Children with Disabilities and Their Families (3)

Prerequisite: Special Education 500.

Characteristics, needs, and educational programs and services for infants, toddlers, and preschoolers with disabilities and their families. Legislative requirements, models of service delivery, recommended practices, and family diversity.

SPED 530. Issues in Autism (3)

Prerequisite: Admission to credential program.

Definition, etiology, assessment, and instructional practices used to address autism. Historical and current issues.

SPED 534. Classroom Assessment of Students with Mild/Moderate Disabilities (3)

Prerequisite: Admission to credential program.

Classroom assessment in general and special education for students with mild/moderate disabilities. Curriculum-based data collection strategies. Influences of cultural and linguistic diversity, and implications for curricular and instructional adaptations.

SPED 543. Educational Programs and Services for Young Children with Disabilities: Preschoolers (3)

Prerequisites: Admission to credential program and concurrent registration in approved fieldwork.

Developing, implementing, and evaluating educational programs and services for young children with disabilities. Selecting and adapting curriculum and instructional approaches, collaborating with families from diverse cultural/linguistic backgrounds, and monitoring program effectiveness. (Formerly numbered Special Education 643A.)

SPED 553. Behavioral Strategies and Supports for Students with Disabilities (3)

Prerequisite: Admission to credential program.

Positive behavioral supports for students with disabilities in general and special education settings. Current theories and programs in functional assessment and behavioral change. Applications in educational and community environments with diverse students.

SPED 560. Applications of Technology for Individuals with Disabilities (3)

Prerequisite: Admission to credential program.

Educational applications of current technologies for learners with disabilities. Selection, modification, and classroom use of technologies to improve or bypass physical, sensory, communicative, learning, and social limitations.

SPED 562. Collaboration, Legislation, and Educational Planning in Special Education (2)

Prerequisites: Admission to credential program and credit or concurrent registration in Special Education 980.

Collaboration, legislation, and individualized special education program planning skills for working with community resources, parents, and school personnel. Goals, interpersonal processes, legal and ethical issues, listening and questioning techniques, objectives, outcomes, and team functions focused on developing and implementing an individualized education plan. (Formerly numbered Special Education 662.).

SPED 596. Selected Topics in Special Education (1-4)

Specialized study of selected topics in special education. May be offered as either a workshop or lecture/discussion. May be repeated with new content. See *Class Schedule* for specific content. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

GRADUATE COURSES**SPED 600. Classroom Adaptations for Special Populations (2)**

Prerequisite: Preliminary multiple or single subject credential.

Strategies for adapting curriculum, differentiating instruction, meeting social and behavioral needs. Modifying assessments for students with disabilities and students with gifts and talents in general education classrooms. Applicable to Induction Program for the California Professional Clear Credential.

SPED 605. Advanced Behavioral and Health Supports (1)

Prerequisite: Admission to clear credential or M.A. program in special education or related area.

Advanced approaches to dealing with behavioral crises and health issues in classroom, to include working with mental health specialists and school nurses.

SPED 635. Assessment: Early Childhood Special Education and Moderate/Severe Disabilities (3)

Prerequisite: Admission to credential program.

Models of assessment emphasizing observation and interviewing, performance-based approaches, transdisciplinary teaming, family-professional collaboration, and adaptations for specific disabilities, cultural, and linguistic diversity. Communicating and using assessment data for individualized program planning.

SPED 643B. Educational Programs and Services for Young Children with Disabilities: Infants/Toddlers (3)

Prerequisites: Admission to credential program and concurrent registration in approved fieldwork.

Developing, implementing, and evaluating educational programs and services for young children with disabilities. Selecting and adapting curriculum and instructional approaches, collaborating with families from diverse cultural/linguistic backgrounds, and monitoring program effectiveness. Maximum credit six units.

SPED 644. Working with Gifted and Talented Students and Their Families (3)

Research-based instructional strategies to promote higher level and creative thinking; counseling approaches; services to families; issues in differentiating learning experiences.

SPED 645. Issues in Curriculum and Instruction for Students with Severe Handicaps (3)

Prerequisite: Special Education 525.

Design and implementation issues of instructional programs for students with severe handicaps; approaches which foster school and community integration and active family involvement will be analyzed.

SPED 647. Special Education Adaptations of Basic Skills Instruction (3)

Prerequisites: Admission to credential program and concurrent registration in Special Education 970.

Adaptations in curriculum and instruction in language development, reading, language arts, and mathematics for students with disabilities. Current research and practices related to linguistic, cultural, and ability differences.

SPED 648. Advanced Special Education Adaptations (3)

Prerequisites: Special Education 647 and concurrent registration in Special Education 980.

Advanced adaptations in curriculum and instruction in content areas, study skills, organizational strategies, and social and transition skills. English-as-a-second language approaches for students with disabilities. Research and practices related to linguistic, cultural, and ability differences.

SPED 649. Curriculum Models for Students Who Are Gifted and Talented (3)

Prerequisite: Credit or concurrent registration in Special Education 644.

Theory, research, and practice in curriculum design and program implementation for developing high potential.

SPED 650. Special Topics in Special Education (1-4)

Prerequisites: Special Education 500, 501.

Instructional sequences (mini-courses) focusing on a single topic or competency dealing with special education. Topics differ each semester to adjust to current literature in the field, training needs, and resource availability. Maximum credit of six units applicable to a master's degree.

A. Consultant Skills/Multidisciplinary Teams**SPED 651. Legislation, Leadership, and Management (3)**

Prerequisite: Admission to clear credential program with a preliminary multiple subject, single subject, or education specialist credential.

Design and implementation of individualized learning plans for professional development activities. Leadership approaches for managing school-related services within a multidisciplinary context.

SPED 653. Advanced Instruction, Collaboration, and Consultation in Special Education (3)

Prerequisite: Admission to clear credential or M.A. program in special education or related area.

Advanced instruction, collaboration, consultation skills, and strategies for working with students, teachers, paraprofessionals, school personnel, other service providers, parents, and representatives from the community.

SPED 657. Facilitating Transition Across Environments in Special Education (3)

Facilitating transition for individuals with disabilities across activities, instructors, and settings including transition to employment. Instructional planning, assessment, and transition from school to work including postsecondary education.

SPED 676. Advanced Applied Behavior Analysis (3)

Prerequisite: Special Education 553.

Ethical application of research-based strategies based on behavior analysis. Emphasis on arranging learning opportunities to increase student skills and data collection.

SPED 681. Advanced Studies in Special Education (3)

Prerequisite: Special Education 524 or 525 or 528.

Educational theories, philosophies, research findings, issues and trends in area of exceptionality. Application of research to solution of educational problems. May be taken in each area of exceptionality:

A. Mild/Moderate Disabilities**B. Autism, Early Childhood, and Moderate/Severe Disabilities****SPED 685. Single Case Research Design (3)**

Prerequisite: Special Education 553.

Single-case research designs focused on interventions with individuals with disabilities.

SPED 696. Advanced Topics in Special Education (3)

Prerequisites: Twelve units in special education.

Intensive study in specific areas of special education. May be repeated with new content. See *Class Schedule* for specific content. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

Special Education

SPED 771. Directed Internship: Special Education (1-6) Cr/NC

Prerequisite: Permission of graduate adviser. Application to be made during previous semester.

Extensive daily participation or teaching in public schools and preparation for teaching of exceptional individuals. May be repeated with new content. Maximum credit six units applicable to a master's degree.

SPED 798. Special Study (1-6) Cr/NC/RP

Prerequisites: Consent of staff; to be arranged with department chair and instructor.

Individual study. May involve fieldwork. Maximum credit six units applicable to a master's degree.

CREDENTIAL COURSES

SPED 970. Practicum: Students with Disabilities in General and Special Education (2-4) Cr/NC

Fifteen hours of observation/participation per week.

Prerequisites: Special Education 502 and consent of credential adviser.

Participation in general and special education programs for students with disabilities; supervised by a special educator. Integration and application of skills and knowledge gained in credential coursework. May be repeated in other specialties. Maximum credit four units applicable to each credential program. May be taken only once for credit.

- A. Mild/Moderate Disabilities
- B. Moderate/Severe Disabilities

SPED 980. Advanced Practicum in Special Education (1-12) Cr/NC

Prerequisite: Consent of credential adviser.

Culminating practicum for Education Specialist Credential. Participation supervised by a special educator. May be repeated in other specialties.

- A. Mild/Moderate Disabilities
- B. Moderate/Severe Disabilities
- D. ECSE: Infant/Preschool

SPED 985. Professional Development: Reflections on Practice (1) Cr/NC

Prerequisite: Completion or concurrent registration in Clear Professional Induction Specialist Credential coursework.

Professional Clear Induction Plans (PCIP); engage in reflective practice including goal setting; prepare portfolio with entries representing Clear Professional Induction Specialist Credential courses and experiences.
