SPECIAL EDUCATION (SPE)

SPE 403. Reading and Language Arts Instruction for K-12 Students with Disabilities. (3 Units)
Prerequisite: SPE 480 and SPE 481 or LBS 310 or LBS 370 are required. An overview of principles of reading instruction and elements of the P-12 language arts program including literature-based reading, the role of phonics, emergent literacy and diagnosis and remediation of reading and writing difficulties.
Offered Fall, Spring

SPE 405. Collaboration with Families and School Personnel. (3 Units)
Prerequisite: SPE 480 is required. Designed to develop expertise in working with stakeholders in the education of children and youth with special needs as they transition to different levels of education and into adulthood. Topics include communication, collaboration in team teaching, developing IFSP/IEPs and effectively working with families, school personnel and students who have disabilities.
Offered Fall, Spring

SPE 451. Biomedical Information and Technological Interventions with Children with Disabilities. (3 Units)
Prerequisites: SPE 480 is required. Review of physical disabilities, presentation, etiology, behavioral/psychosocial sequelae, and impact on development. Medical care required for monitoring and ongoing management, technological procedures, and accommodations to facilitate full inclusion of medically fragile children in school and community settings. Field experience included.
Offered Fall, Spring

SPE 454. Curriculum and Instruction in Early Childhood Special Education. (3 Units)
Prerequisites: SPE 480 is required. Current issues and best practices research in designing curriculum for children (birth to 5 years) with disabilities or who are at risk. Instructional intervention procedures and educational settings appropriate to the learner's develop-mental and functional needs.
Offered Spring

SPE 456. Field Experience in General and Special Education. (3 Units)
Prerequisite(s): SPE 480 . Supervised observation and participation in general and special education settings (50 hours in each setting). General education focuses on classroom interactions and teaching responsibilities with students in pre-K-high school. Special Education focuses on classroom interactions and teaching responsibilities with students of mild/moderate/severe disabilities in infant through adult population. Fieldwork and seminar. CR/NC grading.
Offered Fall, Spring

SPE 458. Positive Classroom Environments. (3 Units)
Prerequisite: SPE 480 is required. Survey and practice of research-based techniques for managing and motivating the behavior of young children, students at-risk, or with mild, moderate or extensive support needs in special or general education settings. Examination of current laws, trauma informed practices, and strategies for ensuring positive classroom environments in special education. Field projects included.
Offered Fall, Spring

SPE 460. Intro to Special Education. (3 Units)
Review of the field of exceptionality, including behavioral and learning characteristics of pupils with disabilities. Examination of developmental and program needs. Presentation of eligibility criteria, legal rights, legislation, and exemplary school programs for diverse learners with disabilities.
Offered Fall, Spring

SPE 461. Typical and Atypical development and Assessment Issues in Special and General Education. (3 Units)
Prerequisites: SPE 480 and SPE 48, or LBS 301 or LBS 370 are required. Overview of development of children with and without disabilities including: physical growth/development, cognitive, motor, social/emotional development, cultural and genetic contributors to atypical outcomes. Integrates theory and research into effective practice for working with children who manifest a range of disabilities.
Offered Fall, Spring

SPE 462. Language, Literacy and Cognition. (3 Units)
Prerequisite: SPE 480 is required. Basic concepts of language structure, normal and disordered speech and language development; relevant diagnostic-prescriptive methods for the classroom teacher; and the use of specialized services. Additionally, theoretical perspective; cultural difference and the relationship between language disorders and academic learning.
Offered Fall, Spring

SPE 465. Instructional Strategies Extensive Support Needs. (3 Units)
Prerequisite: SPE 480 is required. Review of issues and research regarding effective practices for students with extensive support needs. Practice in developing and delivering curricula appropriate to the student's development and functional needs. Generalization of effective teaching techniques to a variety of skill areas and environments.
Offered Spring

SPE 467. Assessment in Special Education. (3 Units)
Prerequisite: Prerequisite: SPE 480 and SPE 481 or LBS 310 or LBS 370 are required. Assessment and evaluation procedures using formal and informal assessment for individuals with mild/moderate support needs, individuals with extensive support needs, and young children (birth to 5 years). Data will be interpreted to inform strengths and needs to make accommodations, modifications, instructional decisions, and ongoing program improvements incorporating family concerns and priorities.
Offered Fall, Spring

SPE 468. Curriculum and Instruction Mild Moderate Support Needs: STEAM. (3 Units)
Prerequisites: SPE 458, SPE 462, and SPE 480 are required. Review of issues and research regarding teaching practices effective for students with mild/moderate support needs. Situates instruction within a STEAM framework, the application of effective teaching techniques in the general education curricula and content areas appropriate to students with learning difficulties.
Offered Fall, Spring

SPE 475. Student Teaching in Early Childhood Special Education. (13 Units)
Prerequisite: Department Consent Required. Supervised experience with young children (birth-5 years) with mild, moderate or extensive support needs in early intervention/educational settings with the guidance of a master teacher. Integrates learned theoretical models with every day situations in planning, implementing and evaluating intervention strategies designed to meet the California Teaching Performance Expectations. Seminars and fieldwork. Credit/No-Credit grading.
Offered Fall, Spring

SPE 476. Student Teaching Extensive Support Needs. (13 Units)
Prerequisite: Consent of Instructor/Department required. Supervised teaching with the guidance of a master teacher in an appropriate program for students with extensive support needs. Focus on meeting the Teacher Performance Expectations in the areas of curriculum, behavior, and instruction. Seminars and fieldwork. Credit/No-Credit grading.
Offered Fall, Spring

SPE 477. Student Teaching Mild/Moderate. (7 Units)
Required Prerequisites: SPE 403, SPE 405, SPE 456, SPE 458, SPE 461, SPW 462, SPE 467, SPE 468, SPE 480, and TED 410. Required Co-requisites: LBS 402. Supervised experience in an approved public-school education program under the guidance of a university supervisor and district mentor for students with mild/moderate disabilities. Integrates learned theoretical models with practical, hands-on experience in planning, implementing, and evaluating intervention strategies and outcomes.
Offered Fall, Spring, Summer

SPE 479. Student Teaching of Individuals with Mild/Moderate Disabilities. (13 Units)
Prerequisite: Consent of Instructor/Department required. Supervised teaching with the guidance of a master teacher in an appropriate public school special education program for students with mild/moderate disabilities. Focus on the management of curriculum, behavior, and instruction. Seminars and fieldwork. Credit/No-Credit grading.
Offered Fall, Spring

SPE 480. Educating Exceptional Children and Youth. (3 Units)
Review of the field of exceptionality, including behavioral and learning characteristics of students with mild, moderate, and severe disabilities. Examination of developmental and program needs. Presentation of eligibility criteria, legal rights, legislation, and best practices for students with exceptionalities.
Offered Fall, Spring, Summer

SPE 481. Educating Diverse Learners with Exceptionalities. (3 Units)
Designed to understand the relationship between cultural, home, and school influences and the effects these influences have on classroom teaching and learning and the utilization of appropriate materials and methods for students who are exceptional, culturally, ethnically, and/or linguistically diverse.
Offered Fall, Spring, Summer

SPE 482. Educating Students with Special Needs within Inclusive Settings. (3 Units)
Prerequisites: Completion of Phase 1. Co-requisites: TED 433/453. Students will identify strategies and approaches to make general education classrooms inclusive for all students. Integrate students' funds of knowledge, social-emotional learning, developmental considerations and technology to support students and engage families. Students will learn to e stablish goals to improve practice through reflection and video recording.
Offered Fall, Spring

SPE 488. CalTPA for Educational Specialists. (2 Units)
Co-Requisites: SPE 475, SPE 476, SPE 479, SPE 555, SPE 556, or SPE 579 is required. Capstone experience designed to link theory and practice as students reflect on their learning, connecting subject matter knowledge and the teaching profession. Students will complete a philosophy of education and website portfolio that substantiates their learning in the major and complete an instructional cycle in an elementary classroom aligned with Cycle 1 or 2 or the required summative assessment to demonstrate competency in all Teacher Performance Expectations (EdSp CalTPA). Candidates will focus on student learning, selecting a learning segment, submitting teaching artifacts and analyzing, as well as assessing the teaching event.
Offered Fall, Spring, Summer

SPE 494. Independent Study in Special Education. (1-3 Units)
Prerequisite: Consent of instructor and Special Education Department Chair is required. Independent study in a topic related to the Special Education Credential Program.
Offered Fall, Spring

SPE 495. Special Topics in Special Education. (3 Units)
Selected topics in special education. Repeatable course up tp six units.
Offered Fall, Spring

SPE 501. Creating Effective Inclusive Settings for Young Children w/ Exceptionalities,Families,& Professionals. (3 Units)
Prerequisites: TED 505 and TKK 501 are required. Prepares teachers to work with young children who are at-risk for or have a disability, their families, and professionals. Integrates theory and research into effective learning practices young children who require accommodations or modifications. Information presented on disability eligibility criteria, legal rights, and legislation and strategies for effective communication and collaboration with families and professionals.
Offered Fall, Spring

SPE 504. Reading & Language Arts Instructio for 9-12 Students with Disabilities. (1 Units)
Prerequisite: SPE 480 and SPE 481 are required. Prepares teacher candidates in the Education Specialist Mild/Moderate Program to develop and implement a comprehensive, integrated, interactive perspective to teaching reading/language arts in grades 9-12 classrooms. Candidates will develop skills needed to analyze and solve curriculum, instruction, assessment and managment problems related to reading and language arts across the content areas.
Offered Spring

SPE 522. Teaching Bilingual Learning in Inclusive Dual Settings. (3 Units)
Prepares teachers to work with exceptional students in dual language programs. Participants will learn and apply culturally responsive assessment practices, curricular interventions and evaluation procedures for individuals, from infancy to adulthood, with mild/moderate and moderate/severe disabilities. Field-based projects. Course taught in Spanish.
Offered Spring

SPE 523. Special Education Intern Initial Field Experience/Seminar. (6 Units)
Prerequisites: SPE 461 and SPE 462 are required. Observation and evaluation of intern candidates' initial teaching competencies by university and school site supervisors. Candidates attend seminars bi-monthly. Fieldwork and seminars. Credit/no credit grading.
Offered Fall, Spring

SPE 525. Special Education Intern Advanced Field Experience/ Seminar. (6 Units)
Observation and evaluation of intern candidates' advanced teaching competencies by university and school site supervisors. Candidates attend seminars bi-monthly. Fieldwork and seminars. Credit/no credit grading.
Offered Fall, Spring

SPE 526. Special Education Intern Continuing Field Experience/ Seminar. (2 Units)
Prerequisites: SPE 523 and SPE 525 are required. Repeatable course designed to review the teaching competencies of special education interns. University supervisor continues observation and evluation of candidates' progress toward professional certification. Fieldwork and seminars. Credit/no credit grading.
Offered Fall, Spring

SPE 527. Resource Specialist I: Program Planning. (3 Units)
Prerequisite: Clear Special Education Credential. Surveys current special education laws and practices regulating appropriate identification, assessment, program planning, placement, parent appeal, and coordination of services for the education of the mildly handicapped in public and private schools.
Offered Infrequent

SPE 530. Introduction to Assistive Technology. (4 Units)
Review of legal mandates and effective practices of Assistive Technology as it relates to education, communication, vocation, recreation, and mobility for individuals with disabilities. Explore types of assistive technologies, functional assessments, resources, and district responsibilities as they relate to Universal Design for Universal Learning within inclusive settings. Repeatable for credit.
Offered As needed

SPE 532. Advanced Assistive Technology. (4 Units)
Prerequisite(s): SPE 530 . Candidates will advance knowledge of and apply principals of universal design and culturally responsive assessment practices to identify and implement assistive technologies within classroom and work settings. Emphasis will be placed on the adaption and application of assistive technology devices and technologies in a wide range of integrated educational settings.
Offered As needed

SPE 533. Administration of Assistive Technology Services. (3 Units)
Prerequisites: SPE 530 and SPE 531. Provides students with information on a variety of administrative issues, including the role of the Transdisciplinary Team, identification of funding and other resources, specialized computer adaptations, legal and ethical issues, and effective evaluation.
Offered As needed

SPE 537. Capstone Course in Assistive Technology. (4 Units)
Prerequisite(s): SPE 530 and SPE 532. Students will apply assistive technology skills by performing functional assessments, developing technology goals/objectives, and selecting appropriate assistive technology services for individuals with disabilities. Additionally, students will develop skills to facilitate the development of a system to deliver assistive technology devices and services.
Offered As needed

SPE 543. Spec Ed Pre Induct Plan Superv. (1 Units)
Development of an individualized professional induction plan for each special education candidate upon completion of the final directed field experience (i.e. SPE 555, SPE 566 or SPE 569 in Level II standard credential programs or SPE 523 for Interns in Level I intern credential programs). Credit/no credit grading.
Offered As needed

SPE 549. Seminar in Infants and Toddlers in Early Childhood Special Education. (2 Units)
Prerequisites: SPE 480 and SPE 481 are required. Co-requisite: SPE 550 is required. Seminar on information and experiences in working with children from birth-3 years who have mild, moderate, or severe disabilities. Emphasis on learning how to address the needs of children and their families in a culturally sensitive family-centered professional manner.
Offered Fall, Spring, Summer

SPE 550. Field Work in Infants and Toddlers in Early Childhood Special Education. (1 Units)
Prerequisite: SPE 480 and SPE 481 are required. Co-requisite: SPE 549 is required. Supervised 40-hour practicum provides experiences working with children from birth-3 years who have mild, moderate, or severe disabilities. Emphasis on learning how to address the needs of children and their families in a culturally sensitive family-centered professional manner. Credit/No Credit grading.
Offered Fall, Spring

SPE 552. Communicative and Collaborative Partnerships with Families and Professionals. (3 Units)
Prerequisite: SPE 480 is required. Overview of the family systems model for understanding families from diverse cultures with specific focus on the effects of disability on family functions and relationships. Use of effective communicate and collaborate with individuals with disabilities, their families and other stakeholders to establish and work in partnerships.
Offered Fall, Spring

SPE 553. Assessment in Early Childhood Special Education and Moderate-Severe Disabilities. (3 Units)
Prerequisites: SPE 480 and SPE 481 are required. Assessment and evaluation procedures for young children (birth to 5 years) with developmental disabilities or delays, and students with moderate-sever disabilities including formal and informal assessments and strategies to determine needs and strengths while incorporating family concerns and priorities.
Offered Fall, Spring

SPE 555. Directed Teaching in Early Childhood Special Education. (13 Units)
Prerequisites: Consent of Instructor/Department Required. Supervised experience working with young children (birth-5 years) with mild, moderate, or extensive support needs in early intervention/educational settings with the guidance of a master teacher. Integrates learned theoretical models with every day situations in planning, implementing and evaluating intervention strategies designed to meet the California Teaching Performance Expectations. Seminar and Fieldwork required. Credit/No-Credit grading.
Offered Fall, Spring

SPE 564. Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities. (3 Units)
Prerequisites: SPE 460 and SPE 558. Formal and informal assessment, instructional planning, and curriculum development for children and adults with moderate/severe disabilities. Assessment of skills leading to functional independence in age-appropriate, developmental, domestic, community, recreation/leisure, vocational, and social environments. Field projects.
Offered Fall

SPE 566. Directed Teaching of Individuals with Moderate/Severe Disabilities. (6 Units)
Prerequisite: Student must be in the last semester of credential program. Supervised teaching in an approved public school program for individuals with moderate to severe disabilities. Focuses on the management of curriculum, behavior, and instruction and on professional partnerships in school and community settings. Fieldwork and seminars are required. Credit/No-Credit grading.
Offered Fall, Spring

SPE 569. Directed Teaching of Individuals with Mild/Moderate Disabilities. (6 Units)
Prerequisite: Student must be in the last semester of credential program. Supervised teaching in an approved public school education program for students with mild/moderate disabilities. Focuses on the management of curriculum, behavior, and instruction and on professional partnerships in elementary/secondary/post secondary special education programs. Fieldwork and seminars. Credit/No Credit grading.
Offered Fall, Spring

SPE 570. Individual Induction Plan Development. (3 Units)
Knowledge and skills to develop a professional Individualized Induction Plan that focuses on teacher performance via inquiry and formative assessment of their teaching practice to improve student learning.
Offered Fall, Spring

SPE 571. Individual Induction Plan Completion. (3 Units)
Prerequisite: SPE 570 is required. Knowledge and skills to complete a professional Individualized Induction Plan that focuses on teacher performance via inquiry and includes a comparison of formative and summative assessment of their teaching practice to improve student learning.
Offered Fall, Spring

SPE 580. Advanced Assessment, Pedagogy and Instruction for Individuals with Disabilities. (3 Units)
Advanced knowledge and application of current formal and informal assessment techniques and outcome-driven educational programming for culturally, linguistically and economically diverse children with disabilities. Development of IEP's including research based interventions and progress monitoring systems.
Offered Fall, Spring

SPE 581. Collaborative Planning, Implementing Evaluating Educational Programs for Students with Disabilities. (3 Units)
Restricted to Education Specialist Clear Credential Program or MA in Education. Knowledge and skills for effective collaboration and consultation with students, families, and professionals including central interaction processes for developing a range of academic, behavioral, vocational and transitional programs on behalf of individuals with disabilities.
Offered Fall, Spring

SPE 582. Current Trends and Issues in Special Education. (3 Units)
Prerequisite: GED 500 is required. Advanced study of pertinent topics related to federal, state, and local agencies and their role in special education; organization of Special Education programs and service delivery; the preparation of teachers of exceptional children and research and demonstration projects in the education of exceptional children.
Offered Fall, Spring

SPE 583. Education Law and Policy: Serving Students with Disabilities. (3 Units)
Analysis of legislation, litigation, and administrative rulings related to special education. Emphasizes the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities.
Offered Fall, Spring

SPE 584. Research I: Evidenced Based Inquiry and Practice. (3 Units)
Prerequisite: SPE 582 is required. Advance study of research in educational contexts through the application of evidenced-based inquiry practices. Research proposal design, methodology, and data collection.
Offered Fall, Spring

SPE 585. Research II: Evidenced Based Inquiry and Practice. (3 Units)
Prerequisite: SPE 584 is required. Advanced study of research in educational contexts through the application of evidenced-based inquiry practices and project development/implementation. Research project data analysis, interpretation and reporting of findings, and implecations for further research.
Offered Fall, Spring

SPE 591. Current Issues in Special Education. (2 Units)
Prerequisite: Completion of all course work leading to the M.A. in Special Education. Designed to help the graduate student in special education integrate all previous course work in the field. Legal and empirical evidence bearing on specific current issues will be reviewed and used as the basis of class discussion. CR/NC grading. Two hours of seminar per week.
Offered As needed

SPE 594. Independent Study in Special Education. (1-3 Units)
Independent study taken under the supervision of a faculty member. Repeatable for credit.
Offered As needed

SPE 595. Graduate Selected Topics in Special Education. (1-4 Units)
Advanced course of special interests to graduate students in Special Education. Topic and content will vary as announced. Repeatable course. One to three hours of seminar each week.
Offered Fall, Spring, Summer

SPE 599. Graduate Capstone in Special Education. (1-3 Units)
Research and writing of thesis project for the master's degree. Topic of research must be approved by graduate advisor. Open only to thesis option graduate students. Repeatable course.
Offered Fall, Spring

SPE 600. Graduate Continuation Course. (1 Units)
Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.
Offered Fall, Spring