

# Special Education

In the College of Education

OFFICE: North Education 70  
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Accredited by the California Commission on Teacher Credentialing.

## Faculty

Emeritus: Brady, Doorlag, Forbing, McClard, Singer  
Chair: Cegelka  
Professors: Cegelka, Graves, Hall, Kitano, Lewis, Lynch  
Associate Professor: Valles  
Assistant Professors: Alvarado, Johnson, McIntosh

## Offered by the Department

Master of Arts degree in education.  
Education specialist credentials in special education.  
Certificate in bilingual (Spanish) special education (refer to *Bulletin of the Graduate Division*).  
Certificate in developing gifted potential (refer to *Bulletin of the Graduate Division*).  
Certificate in early childhood special education (refer to *Bulletin of the Graduate Division*).  
Certificate in teaching the emotionally disturbed/behaviorally disordered (refer to *Bulletin of the Graduate Division*).  
Resource specialist certificate of competence (refer to *Bulletin of the Graduate Division*).

## COURSES (SPED)

### UPPER DIVISION COURSES (Intended for Undergraduates)

#### 397. Problems in Education (Credit to be arranged) I, II (Offered only in Extension)

Prerequisite: Consent of instructor.  
Class study of specially selected problems in education. Does not apply to pattern requirements for credentials. Credit earned in this course not applicable to a bachelor's degree.

#### 450. Classroom Adaptations for Special Populations (2)

Strategies for adapting curriculum, differentiating instruction, meeting social and behavioral needs, and modifying assessments for students with disabilities and/or gifted and talented students in general education classrooms. Meets Standard 14 requirements for preliminary multiple and single subject teaching credentials.

#### 470. Special Education Applications (2 or 3) Cr/NC

One lecture and two or four hours of activity.  
Prerequisite: Consent of instructor.  
Procedural applications in educational and/or community programs for students with exceptionalities.

#### 496. Selected Topics in Special Education (1-4) I, II, S

Prerequisite: Consent of instructor.  
Instructional sequences 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. May be repeated with new content. See Class Schedule for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree.

#### 499. Special Study (1-3) I, II

Prerequisite: Consent of instructor. Open only to senior and graduate students in education who have shown ability to work independently.

Individual study. Maximum credit six units.

### UPPER DIVISION COURSES (Also Acceptable for Advanced Degrees)

#### 500. Human Exceptionality (3) I, II, S

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.

#### 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.

#### 502. Field Experiences in General and Special Education (1)

Three hours of observation/ participation per week.  
Prerequisites: Concurrent registration in Special Education 501.  
Observation and participation in general and special education classrooms and related school activities for students with disabilities

#### 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.

#### 508. Characteristics and Identification of Students Who are Gifted and Talented (3)

Historical and theoretical foundations, alternative and critical perspectives, characteristics and needs, identification models for a diverse society.

#### 510. Adapting Communication Systems for Students with Severe Disabilities (1)

Prerequisites: Admission to credential program.  
Adaptations of communications and communication systems for students with disabilities. Educational strategies that special education teachers can use to augment classroom communications. Alternative approaches to communication for students with moderate/severe disabilities.

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

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.

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

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.

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

Prerequisite: Special Education 500.

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.

**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.

**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.

**529. Characteristics and Education of Students with Serious Emotional Disturbances (3) I**

Prerequisites: Special Education 500 and 501.

Historical and philosophical perspectives of programs for students with emotional disturbances and behavior disorders, including review of research on student characteristics, educational programs, and curricular approaches.

**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.

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

Prerequisites: Special Education 500 and 501.

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.

**560. Applications of Technology for Individuals with Disabilities (3) I, II**

Prerequisite: Special Education 500.

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.

**570. Individualized Special Education Program Plans (1)**

Prerequisite: Concurrent registration in Special Education 980.

Components of individualized education program plans, individualized family service plans, and individualized transition plans. Goals, objectives, and outcomes for program planning. Legal and ethical considerations.

**596. Selected Topics in Special Education (1-4) I, II, S**

Specialized study of selected topics in special education. May be offered as either a workshop or lecture/discussion. See Class Schedule for specific content. Maximum credit of six units of 596 applicable to a master's degree. Maximum combined credit of six units of 596 and 696 applicable to a 30-unit master's degree.

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**GRADUATE COURSES**  
Refer to Bulletin of the Graduate Division.

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