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# Special Education

In the College of Education

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## Faculty

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Chair of Department

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Associate Dean for Faculty Development and Research of the  
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Eugene C. Valles, Ph.D., Associate Professor of Special Education

José Luis Alvarado, Ph.D., Assistant Professor of Special Education

John R. Johnson, Ph.D., Assistant Professor of Special Education

Angela S. McIntosh, M.A., Assistant Professor of Special Education

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

### UPPER DIVISION COURSES

#### 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.

## **GRADUATE COURSES**

### **605. Advanced Behavioral and Health Supports (1)**

Prerequisite: Admission to Level II 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.

### **634. Assessment: Students with Mild/Moderate Disabilities (2)**

Prerequisites: Special Education 524 and 534.

Assessment for instructional decision making including alternative data collection strategies, models for analysis and synthesis of assessment information, influences of cultural and linguistic diversity, and implications for instruction.

### **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.

### **643. Educational Programs and Services for Young Children with Disabilities (3)**

Prerequisite: 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. Both Special Education 643A and 643B required. Maximum credit six units.

- A. Preschoolers
- B. Infants/Toddlers

### **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.

### **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.

### **646. Educational Adaptation for Ethnolinguistically Diverse Students with Mild/Moderate Disabilities (3)**

Prerequisites: Special Education 527 and 634.

Data-based approaches to developing and selecting programs and establishing procedures for monitoring and evaluating progress of students with mild/moderate disabilities from diverse backgrounds.

### **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.

### **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.

### **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.

### **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 combined credit of nine units for Special Education 650A, 650B, 650C, 650D applicable to a master's degree. Offered in four categories:

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| A. Consultant Skills/<br>Multidisciplinary Teams | C. Specialized Assessment<br>Techniques     |
| B. Affective and Social<br>Development           | D. Instructional Programming<br>Development |

### **651. Legislation, Leadership, and Management for Special Education Services (3)**

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

Implementation of laws, regulations, and compliance requirements in special education. Leadership approaches for managing school related services within a multidisciplinary context.

### **652. Parent Education and Staff Development in Special Education (3)**

Prerequisites: Special Education 500 and 501, and 15 additional units of coursework in special education.

Issues relating to and development of skills for working with parents and school staff to develop skills and competencies needed to optimize the educational progress of students with handicaps.

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

Prerequisites: Admission to Level II 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.

**654. Adapting Curriculum for Community Involvement and Skill Generalization (3)**

Prerequisite: Admission to Level II credential or M.A. program.

Designing and adapting curriculum to promote generalization of skills of individuals with moderate/severe disabilities for involvement across settings with a focus on community activities and organizations.

**655. Leadership and Management in Early Childhood Special Education (3)**

Prerequisite: Admission to Level II credential or M.A. program.

Program development and leadership in early childhood education with emphasis on recommended practices, legal and legislative issues, staff and parent development, funding, policy, and program evaluation.

**658. Gifted Students from Diverse Backgrounds (3)**

Designing programs that consider culture, ethnicity, economic background, language, gender, disability, sexual orientation, and underachievement.

**662. Communication and Collaboration in Special Education (1)**

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

Communication and collaboration skills for working with teachers and other professionals, paraprofessionals, parents, and representatives from the community. Listening and questioning techniques, interpersonal processes, family systems and needs, conflict resolution, decision-making models, and team functions.

**664. Issues Affecting Employment of Individuals with Severe Handicaps (3)**

Prerequisite: Special Education 525.

Transition from school special education programs into supported employment and community living: research issues, applied practices, and innovative strategies for enhancing integrated adult options.

**670. Seminar in Education of Exceptional Children (3)**

Prerequisites: Special Education 524 or 525 or 526.

Principles, trends and research in the education of exceptional children.

**677. Educational Management of Severe Behavior Disorders (3)**

Prerequisite: Special Education 553.

Nature and educational treatment of severe behavioral problems in students with disabilities. Review of research on effectiveness of various interventions and development of skills needed to implement appropriate strategies to evaluate, manage and treat these behaviors.

**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. Moderate/Severe Disabilities and Early Childhood
- C. Developing Gifted Potential

**696. Advanced Topics in Special Education (3)**

Prerequisite: 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. Maximum credit six units applicable to a master's degree. Maximum combined credit of six units of 596 and 696 applicable to a 30-unit master's degree.

**771. Directed Internship: Special Education (1-4) 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.

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

Prerequisite: 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.

**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
- C. Physical/Health Impairments
- D. ECSE: Infant/Preschool

**971. Internship Practicum: Students with Disabilities in General and Special Education (3-4) Cr/NC**

Two hours per unit.

Participation in general and special education internship programs for students with disabilities; supervised by a special educator. Integration and application of skills and knowledge gained in credential coursework including classroom organization, management, assessment, instruction, and legal requirements.

**975. Professional Development Planning in Special Education (1) Cr/NC**

Prerequisite: Completion of Level I credential in special education.

Planning for professional development including demonstration of implementation of policies and practices appropriate for providing services to students with disabilities.

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

Prerequisite: Consent of credential adviser.

Culminating practicum for Education Specialist Credential (Level 1). Participation supervised by a special educator. May be repeated in other specialties.

- A. Mild/Moderate Disabilities
- B. Moderate/Severe Disabilities
- C. Physical/Health Impairments
- D. ECSE: Infant/Preschool

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

Prerequisite: Completion or concurrent registration in Level II coursework.

Review of Level II: Professional Clear Induction Plans (PCIP); engage in reflective practice including goal setting; prepare portfolio with entries representing Level II courses and experiences.