SPECIAL EDUCATION & COMMUNICATIVE DISORDERS

Graduate College of Education
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Chair: Dr. Yvonne Bui
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Program Scope and Career Outlook
The programs in the Department of Special Education & Communicative Disorders include professional preparation in special education and communicative disorders. The programs include preparation for specialists who may work in schools, clinical settings, or community agencies with individuals with disabilities. Resources of education, psychology, counseling, and other human service related fields are utilized.

Communicative Disorders
Bachelor of Science in Communicative Disorders
Program courses constitute the specific requirements for a science major in communicative disorders leading to the baccalaureate degree at this University. The undergraduate sequence or a program equivalence is a prerequisite to the Master of Science in Communicative Disorders. A master's degree in the area of speech-language pathology (SLP) is required for the professional license to practice in the field. A doctoral degree in Audiology (AUD) is required for professional licensing in audiology. All undergraduates, regardless of their intention to become an audiologist or speech-language pathologist, take the same coursework. Thirteen core courses are required for the major. The B.S. degree is not a terminal degree. While the B.S. degree in CD does not qualify the student to practice speech-language pathology or audiology, there are related fields open to the B.S. graduate that include employment as teacher’s assistant, classroom aide, child development worker, and speech-language pathology assistant with additional intern experience beyond the undergraduate degree. In addition, the B.S. degree in CD is strong preparation for a number of graduate programs in special education, education, rehabilitation counseling, and related fields.

Master of Science in Communicative Disorders
The speech-language pathology curriculum is designed to train competent, culturally sensitive speech-language pathologists who can appreciate and understand the importance of research in clinical practice. In order to accomplish this goal, a multitude of academic and clinical experiences are provided to the students, under the direction of skilled instructors, clinical researchers and supervisors both on and off campus. The development of clinical skills requires academic knowledge, the ability to understand and engage in research, and a sensitivity to clients’ needs, values and cultures.

The CD Program curriculum includes all academic and clinical experiences necessary for American Speech and Hearing Association (ASHA) certification in speech-language pathology, State of California Speech-Language Pathology Services Credential, and the State of California license to practice speech-language pathology. Students are required to complete all academic courses. The practice of speech-language pathology in the state of California requires a license issued by the Speech-Language Pathology and Audiology Examining Committee Medical Board of California. Exempted settings are public schools and federal facilities. The academic and clinical requirements for the state license are similar to those of ASHA requirements in speech-language pathology.

Special Education
Minor in Special Education
The Minor in Special Education provides undergraduate students with an overview of the field of special education. An interdisciplinary program of required and elective courses ensures that students are exposed to a variety of courses pertaining to disability in our society. Competencies attained by students completing this minor have both a theoretical and practical nature and stimulate student interest in careers serving individuals with disabilities.

Master of Arts in Special Education
The Master of Arts in Special Education is an individually designed program in an area of emphasis. This degree emphasizes research and leadership skills within a select program of study. The degree prepares individuals for employment in education in public and private agencies serving people with disabilities and in other related human service fields. Programs within the department prepare students with an opportunity to learn from, and participate in, on-going research, demonstration, training, and clinical projects conducted by faculty. Areas of emphasis include autism, early childhood special education, mild/moderate disabilities, moderate/severe disabilities, orientation and mobility, and visual impairments.

Special Education Graduate Certificates
Certificate in the Autism Spectrum
This graduate level certificate is designed to prepare highly qualified professionals to meet the unique needs of learners on the autism spectrum in diverse settings. Through participation in coursework that includes embedded field experiences, candidates will acquire applied knowledge of current theory, research, and practice to guide them in working with individuals on the autism spectrum from early childhood to adulthood. Candidates may include educators, therapists, advocates, family members, adults who identify on the autism spectrum, and others from a variety of fields and backgrounds.

Certificate in Inclusive Early Childhood Practices
The Certificate in Inclusive Early Childhood Practices offers an opportunity for students enrolled in professional programs or practicing professionals in education to pursue additional training in working with young children with special needs (from birth to five years) and their families. Further, the trans-disciplinary approach to this training makes the program equally valuable for related professionals, such as physical and occupational therapists, speech therapists, nurses, psychologists, and social workers. Graduates of the program may hold jobs in a variety of public and private early childhood education settings that include schools, hospitals, and government agencies.
Certificate in Augmentative and Alternative Communication
This graduate level certificate is designed to prepare highly qualified professionals to provide Augmentative and Alternative Communication (AAC) services for children, youth and adults with Complex Communication Needs (CCN) in school and community settings within the context of an interdisciplinary team. Through participation in coursework that includes concurrent field experiences, candidates will acquire a working knowledge of best practice in assessment and intervention to support communication through the application of AAC systems for children, youth, and adults to access learning, socialization, and vocational opportunities in society. Graduate students who are enrolled in master’s degrees in Communicative Disorders, Special Education, and related fields, in addition to practicing professionals in health, human services, and educational fields at the post-baccalaureate level, may complete the certificate program.

Doctor of Philosophy in Education: Concentration in Special Education
Graduate study leading to the Doctor of Philosophy degree with a concentration in Special Education is offered jointly with the University of California, Berkeley (http://www.berkeley.edu).

The program provides preparation for people interested in a leadership role in research, policy, advocacy, curriculum development, administration and supervision, and teacher education. Check with the department for specific application procedures for each campus:
email: spedcd@sfsu.edu
website: spedcd.sfsu.edu (http://spedcd.sfsu.edu).

Admission to Graduate Programs and Certificates
The following two sections provide a general introduction to admission requirements and Written English Proficiency requirements for graduate programs in the Department of Special Education & Communicative Disorders. Details regarding the joint doctoral program appear in the section titled “Education Doctoral Studies.”

A minimum 3.0 GPA is required for admission to certificates and master’s degrees, including the fields of Special Education and Communicative Disorders. Applications are available from the Department of Special Education & Communicative Disorders, (415) 338–1161, spedcd.sfsu.edu (http://spedcd.sfsu.edu)

Certificate applicants must first be eligible in accordance with all university requirements as outlined in the Certificate Programs section of this Bulletin. This same section includes university program guidelines and procedures to be followed in filing for the award of the certificate when it is completed.

The following University requirements apply to graduates in the Master of Arts in Special Education and the Master of Science in Communicative Disorders.

Written English Proficiency Requirement
Each graduate student must demonstrate the ability to write English correctly and effectively at the graduate level. To assure that each graduate student has the required proficiency in written English, two distinct assessments are made by the major department: Level One and Level Two.

Level One
Applicants will be required to submit evidence of one of the following as part of their application for admission to the M.S. in Communicative Disorders or M.A. in Special Education:

• Score of at least 3.5/6.0 on the GRE Analytical Writing Test or GMAT Analytic Writing Assessment.
• Score of at least 4.5/6.0 on the essay test of the paper-based [PBT] TOEFL (a minimum score of 24/30 on the Writing section of the Internet-based test [iBT] TOEFL).
• Score of at least 6.5/9.0 on the IELTS writing test, or a concordant score on the Pearson Test of English.
• Passing status score of at least 220 on the CSET Writing Skills Test. (CBEST Writing does not fulfill this requirement.)

Applicants who do not meet this requirement may be denied admission. If all other areas of the application are strong, a faculty member may choose to file a petition with Graduate Admissions to request conditional admission. If conditional admission is granted, the student will need to pass one of the tests listed above in the first semester of admission.

Level Two
Master of Science in Communicative Disorders
Students will be required to complete one of the following plans of the approved culminating experience, following advancement to candidacy:

Plan A
C D 884
Master’s Comprehensive Written Examination

Plan B
C D 898 (with Oral Defense of Thesis)
C D 884

Plan C
SPED 895 Field Study: Special Education
C D 884

Master of Arts in Special Education
Students will be required to complete one of the following options of the approved culminating experience, following advancement to candidacy:

Option I
SPED 896EXM Culminating Experience Examination
Two elective graduate seminars (6 units), which will reflect critical analysis of literature and application of research. ¹

Option II
SPED 894 Creative Work Project in Special Education
An elective graduate seminar (3 units), which will reflect critical analysis of literature and application of research. ¹

Option III
SPED 881 Advanced Research Seminar in Special Education
SPED 898 Master’s Thesis
or SPED 895 Field Study: Special Education

¹ One elective seminar must be outside of the student’s emphasis area; can include SPED 881 Advanced Research Seminar in Special Education

Continuing Enrollment Requirement M.S. in Communication Disorders & M.A. in Special Education
Students admitted to a master’s degree program during or after fall 2008: If a student enrolls in one of the Culminating Experience courses, such as SPED 898 or C D 898, SPED 895 or SPED 894 to complete their masters degree, and does not finish his or her study by the end of the semester, or by the following semester (grace semester), he or she will be required...
to enroll in at least one course during each successive semester until
completion of the culminating experience and a grade is entered by the
committee chair.

Following a grace semester, if there is a break in enrollment before
the culminating experience is completed, the student upon return will
be required to retroactively enroll for semesters in between and must
continuously enroll every semester thereafter until completed.

If a student is completing the master’s comprehensive written
examination during the semester of graduation and has completed all
degree requirements, they also need to enroll in at least one course.

Students in one of the above situations can enroll in the following low
cost course available to meet this Continuous Enrollment Requirement:

• EDUC 499 College of Extended Learning
• Registration is online by visiting webapps.sfsu.edu/public/
classservices/classsearch (https://webapps.sfsu.edu/public/
classservices/classsearch) and accessing the Extended Learning
Class schedule, locate EDUC 499 and proceed with enrollment.
• Academic Senate Policy on the Continuous Enrollment (https://
senate.sfsu.edu/content/culminating-experience-continuous-
enrollment-policy)

Students admitted to a master’s program during or before spring 2008: If
a student enrolls in one of the culminating experience courses, such as
SPED 898, SPED 895 or SPED 894 to complete their master’s degree, and
does not finish their study by the end of the semester, he or she will be
required to enroll in at least one course during the semester in which he
or she intends to graduate and a grade is entered by the committee chair.

If a student is completing the master’s comprehensive written
examination during the semester of graduation and has completed all
degree requirements, he or she also will be required to enroll in at least
one course.

Students can meet this requirement by enrolling in EDUC 499 through the
College of Extended Learning (https://cel.sfsu.edu/register/forms)

Professors
Bui, Hanson, Hunt, Prinz, Raggio, Rosen, Soto, Wolfberg

Associate Professors
Epstein, Hsia, Yu

Assistant Professors
Friesen, Lawson, Mortier, Siu, Gray, Solomon-Rice

Major
• Bachelor of Science in Communicative Disorders (bulletin.sfsu.edu/
colleges/education/special-education/ba-communicative-disorders)

Minor
• Minor in Special Education (bulletin.sfsu.edu/colleges/education/
special-education/minor-special-education)

Doctorate
• Doctor of Philosophy in Education: Concentration in Special
  Education (bulletin.sfsu.edu/colleges/education/special-education/
doctor-of-philosophy-education-concentration-special-education)

Masters
• Master of Science in Communicative Disorders (bulletin.sfsu.edu/
colleges/education/special-education/ms-communicative-disorders)
• Master of Arts in Special Education (bulletin.sfsu.edu/colleges/
education/special-education/ma-special-education)

Certificates
• Certificate in Augmentative and Alternative Communication
  (bulletin.sfsu.edu/colleges/education/special-education/certificate-
  augmentative-alternative-communication)
• Certificate in Autism Spectrum (bulletin.sfsu.edu/colleges/education/
special-education/certificate-autism-spectrum)
• Certificate in Inclusive Early Childhood Practices (bulletin.sfsu.edu/
colleges/education/special-education/certificate-inclusive-early-
  childhood-practices)

Communicative Disorders Courses (C D)

Special Education Courses (SPED)

SPED 310 Exploring Visual Impairments (Units: 3)
Prerequisite: Upper-division standing or consent of the instructor.
Examines challenges posed in daily life for people with visual
impairments and their families. Explores options to promote independent
living and inclusion in the community for people of all ages and diverse
backgrounds. (Plus-minus letter grade only)
Course Attributes:
• UD-D: Social Sciences
• Global Perspectives
• Social Justice

SPED 330 Introduction to Disability (Units: 3)
Prerequisite: Upper division standing or consent of instructor.
Ways in which society defines, fosters, and understands disabilities.
Children and adults with disabilities as a minority group, and
relationships between ethnicity and societal definitions of disability. [CSL
may be available]
Course Attributes:
• UD-D: Social Sciences

SPED 370 Young Children Disabled or At Risk and Their Families (Units:
3)
Prerequisite: Upper division standing.
Issues related to the development of infants and toddlers with
disabilities: prenatal risk factors; family concerns; and a description of
cognitive, social, motor, and language development differences.
Course Attributes:
• UD-D: Social Sciences
SPED 601 Observation and Participation in Special Education (Units: 1-3)
Prerequisite: Admission to special education credential program.

Supervised educational and clinical practice with children and youth with disabilities in schools, hospitals, or clinics as required by field of specialization. May be repeated as required by credential. (CR/NC grading only)

SPED 620 The Science of Early Intervention (Units: 3)
Prerequisite: Upper division standing or consent of instructor.

Overview of the science behind early intervention including early brain development, environmental risk factors, and effective early intervention supports that promote family resilience. (Plus-minus letter grade only)

Course Attributes:
- UD-B: Physical Life Science
- Environmental Sustainability
- Social Justice

SPED 630 Inclusive Education: Empowerment and Equity in Diverse Schools (Units: 3)
Prerequisite: Upper division standing or consent of instructor.

Focus on critical questions about diversity in education and exploration of inclusive answers in the United States and around the world. Analyze inequality in school systems and address frameworks such as Universal Design for Learning, capacity building, School-Wide Transformation, parent partnerships, and their application in educational contexts. (Plus-minus ABC/NC, CR/NC)

SPED 655 Basic Orientation and Mobility for Learners with Visual Impairments (Units: 3)
Prerequisite: Upper division standing.

Development of spatial and environmental concepts and sensorimotor skills in young learners with visual impairment. Application of orientation and mobility related concepts to travel in home, school, and community environments. (Plus-minus letter grade only)

Course Attributes:
- Social Justice
- Teacher Credential Program Crs

SPED 662 Education of Deaf/Hard of Hearing Children (Units: 3)
Prerequisite: Upper division standing or consent of instructor.

Overview of program options for deaf and hard of hearing children: oralism, total communication, and bilingual/bicultural communication. Historical and current issues, trends, and legislation. Purposes and services of organizations, agencies, and educational programs. (Plus-minus letter grade only)

Course Attributes:
- Global Perspectives
- Social Justice

SPED 671 Positive Behavior Support for Young Children (Units: 3)
Prerequisite: Upper division standing or consent of instructor.

Positive behavior approach to addressing challenging behavior of young children at home and in group settings. Practical ideas for fostering social competence, promoting positive behavior, and preventing the occurrence of undesirable behaviors. (Plus-minus letter grade only)

SPED 672 Inclusive Learning Environments for Young Children (Units: 3)
Prerequisite: Upper division standing or consent of instructor.

Practical strategies for including young children with special needs in early childhood settings. Collaborating with professionals and families to provide culturally responsive and individualized learning opportunities. (Plus-minus letter grade only)

SPED 675 Working with Families of Young Children with Disabilities (Units: 3)
Prerequisite: Upper division standing or consent of instructor.

Strategies for partnering with families of young children birth to five who have disabilities. Perspectives on developmental and ecological systems. Culturally responsive practice in early childhood settings that include children with special needs. (Plus-minus letter grade only)

Course Attributes:
- Social Justice

SPED 688 American Sign Language I (Units: 3)
Prerequisite: Upper division standing or consent of instructor.

American Sign Language (ASL): ASL as a language system; development of expressive/receptive skills and finger spelling. Vocabulary, grammatical principles, aspects of the deaf culture.

Course Attributes:
- UD-D: Social Sciences

SPED 689 American Sign Language II (Units: 3)
Prerequisite: SPED 688.

Additional vocabulary, grammatical information, and exposure to deaf culture; practice in both expressive and receptive skills.

SPED 691 Autism in the Contemporary World (Units: 3)
Prerequisite: Upper-division standing or consent of the instructor.

Examination of experiences and representations of and by people on the autism spectrum in diverse social and cultural contexts. Exploration of autism through history, portrayals in popular culture, media, film, and literature, aesthetic experiences and expressive forms of imagination and creativity in play, creative arts, writing, and technology, neurodiversity, inclusion, and social justice, and cross-cultural and global perspectives. (Plus-minus letter grade only)

SPED 723 Workshop: Student Teaching Support Sessions for Moderate/Severe Disabilities or Visual Impairments (Units: 3)
Prerequisites: CAP on file; verification of eligibility by department; concurrent enrollment in SPED 730.

Workshop sessions to support student teachers in moderate/severe and visual impairment credential programs. Review planning, guiding, and evaluating experiences during student teaching experience. Includes development of preliminary induction plan. (Plus-minus letter grade only)

Course Attributes:
- Teacher Credential Program Crs
SPED 726 Workshop: Student Teaching Support Sessions for Mild/Moderate Disabilities or Orientation Mobility (Units: 3)
Prerequisites: CAP on file; verification of eligibility by department; concurrent enrollment in SPED 730.

Workshop sessions to support student teachers in Mild/Moderate Disabilities or Orientation and Mobility programs. Review planning, guiding, and evaluating experiences during student teaching experience. Includes development of preliminary induction plan. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 729 Student Teaching Workshop: Early Childhood Special Education (Unit: 1)
Prerequisite: Consent of program or instructor; must be taken concurrently with SPED 730 or SPED 731.

Reviews planning, guiding, and evaluating experiences of students eligible for early childhood special education services. Development of a preliminary induction plan. May be repeated for a total of 2 units. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 730 Student Teaching: Special Education (Units: 9)
Prerequisite: Completion of advanced curriculum or consent of adviser; must be taken concurrently with SPED 723, SPED 726, or SPED 729 in credential area.

Student teaching field experience in special education setting as required by credential. Units upon advisement. May be repeated for a total of 18 units if required by credential. (CR/NC grading only) (Students who receive a grade of NC twice will be subject to declassification from the credential.)
Course Attributes:
• Teacher Credential Program Crs

SPED 731 Special Education Field Experience (Units: 3)
Prerequisite: Completion of advanced curriculum or consent of adviser; concurrent enrollment in SPED 723 or SPED 726 or SPED 729 in credential area.

Student teaching field experience in special education setting as required by credential. Units upon advisement. May be repeated for a total of 6 units if required by credential. (CR/NC grading only) (Students who receive a grade of NC twice will be subject to declassification from the credential.) [Formerly SPED 730]
Course Attributes:
• Teacher Credential Program Crs

SPED 735 Technology for Visually Impaired Students (Units: 2)
Prerequisite: SPED 754 or consent of the instructor.

Specialized technology and computer integration for individuals with visual impairments. Use of devices: closed circuit television, word processors, large print displays, voice output, electronic note takers and adaptive materials such as talking calculators and tactile graphics. A grade of B- or better is required to count this course towards the degree. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 737 Infant Intervention (Units: 3)
Prerequisite: SPED 777.

Models for disabled infants and families, interagency coordination, program administration, and transdisciplinary team approach. Practicum experience with an atypical infant as part of seminar requirement. Part one of a two-part sequence curriculum series with SPED 738. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 738 Preschool Intervention (Units: 3)
Prerequisites: SPED 777, SPED 737 (preferred for M.A. candidates).

Curriculum and instructional models for preschool, interagency coordination, program administration, and collaboration with families. Experience working with disabled preschoolers. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 740 Education Specialist Credential Induction Plan (Units: 3)
Prerequisite: Graduate standing; completion of Preliminary Level I Education Specialist Credential and employment in credential area.

Development, implementation, and evaluation of induction plan to clear education specialist credentials for candidates. Maybe repeated for a total of 6 units. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 743 Issues in Augmentative and Alternative Communication (Units: 3)
Prerequisite: Admission to program or consent of instructor.

Physical implications for speech/language development and disorders, aided/unaided communication strategies, assessment and intervention using interdisciplinary strategies for children and adults. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs
SPED 745 Environmental Design for Students with Moderate/Severe Disabilities (Units: 3)
Prerequisites: Must be taken concurrently with SPED 773 and SPED 821 (minimum passing grade is B- or above).
Focus on inclusive and integrated service delivery, including historical and philosophical bases, advocacy roles, and collaborative teaming skills necessary to the development and delivery of curriculum. (Minimum passing grade is B- or above.) (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 746 Teaching Individuals with Physical and Other Health Impairments (Units: 3)
Prerequisite: SPED 747 or consent of instructor.
Advanced methods: disabilities assessment, instruction; organization and curriculum design; communication intervention literacy; assistive technology; and collaboration with parents, aides, and other professionals. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 747 Physical Disabilities and Sensory Impairments (Units: 3)
Prerequisite: Admission to MA program or education specialist credential.
Focus on medical information and its implications for instruction, as well as physical management of students with sensory and physical disabilities. Management of special equipment, feeding, positioning and emergency handling procedures. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 749 Medical, Educational, and Rehabilitative Implications of Visual Impairment (Units: 4)
Prerequisite: SPED 655 or SPED 758 or consent of the instructor.
Anatomy, physiology and disorders of the eye, and the functional/educational implications of vision loss. Assessment of low vision, use of prescriptive and non-prescriptive low vision aids to optimize the use of vision. Application to individualized program planning and implementation. A grade of B- or better is required to count this course towards the degree. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 750 Assessment for Learners with Visual Impairments (Units: 3)
Prerequisite: SPED 749 or consent of the instructor.
Formal and informal assessment to determine the unique educational needs and appropriate learning media for individuals with visual impairments. Selection, adaptation, and preparation of instructional materials: print, Braille, and auditory. Evaluation of learning environments and alternative forms of service delivery. A grade of B- or better is required to count this course towards the degree. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 751 Instruction for Learners with Visual Impairments (Units: 3)
Prerequisite: SPED 749 or consent of the instructor.
Selection, adaptation, and preparation of instructional materials and design of learning environments. Disability-specific academic skills and accessing specialized resources. Adaptation of regular education curriculum for learners with visual impairments. A grade of B- or better is required to count this course towards the degree. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 752 Issues in Visual Impairment (Units: 3)
Prerequisite: SPED 749 or consent of the instructor.
Psychosocial and vocational implications of visual impairment. Instructional methods and strategies for transition. Local, state, and national legislation. A grade of B- or better is required to count this course towards the degree. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 753 Living Skills Assessment and Instruction for Learners with Visual Impairments (Units: 3)
Prerequisite: SPED 749 or consent of the instructor.
Methods and instructional strategies for teaching specialized functional skills to individuals with visual impairments. Design and implement functional and age-appropriate programs for learners of different cognitive abilities. A grade of B- or better is required to count this course towards the degree. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 754 Basic Communication Skills for Learners with Visual Impairments (Units: 3)
Prerequisite: SPED 749 or consent of the instructor.
Mastery of literary Braille. Assessment and teaching of Braille reading and writing. Computer generated translations and electronic note takers. Equipment and methods of producing Braille materials. Braille production including Braille slate and stylus. A grade of B- or better is required to count this course towards the degree. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 756 Orientation and Mobility Seminar (Units: 3)
Prerequisite: SPED 655 or consent of instructor.
Issues and trends, philosophies, and professional ethics. Service delivery systems and resources for establishment, administration, and supervision of orientation and mobility programs. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs
SPED 757 Visual Impairment: Special Populations (Units: 3)
Prerequisite: SPED 749 or consent of the instructor.

Impact of visual impairment on growth and development of learners age zero to 22 years. Transdisciplinary approach to serving learners who have multiple impairments. A grade of B- or better is required to count this course towards the degree. (Plus-minus letter grade only)

Course Attributes:
- Teacher Credential Program Crs

SPED 758 Advanced Communication Skills for Learners with Visual Impairments (Units: 3)
Prerequisite: SPED 754 or consent of the instructor.

Advanced formats of Braille codes: literary, mathematical, computer, foreign language, and music. Use of slate and stylus. A grade of B- or better is required to count this course towards the degree. (Plus-minus letter grade only)

Course Attributes:
- Teacher Credential Program Crs

SPED 760 Methods in Orientation and Mobility I (Units: 3)
Prerequisites: SPED 655 (may be taken concurrently); concurrent enrollment in SPED 792.

Use of the long cane. Orientation and mobility in indoor and simple residential outdoor environments. Application of concepts to travel in home, school, and community environments. (Plus-minus letter grade only)

Course Attributes:
- Teacher Credential Program Crs

SPED 761 Instructional Management and Special Populations (Units: 3)
Prerequisite: Admission to Guide Dog Mobility Program.


SPED 763 Transition Planning for Students with Disabilities (Units: 3)
Prerequisite: Graduate standing or consent of instructor.

Strategies to facilitate the transition from early childhood educational and related services, to services provided in K-12 schools, and to facilitate self-determined careers, post-secondary education, and community living for secondary-aged students with disabilities. (Plus-minus letter grade only)

Course Attributes:
- Teacher Credential Program Crs

SPED 770 Mild/Moderate Disabilities (Units: 3)
Prerequisite: Graduate standing or consent of instructor.

Mild/moderate disabilities: definition and diagnosis of learning disabilities, emotional/behavior disorders, and mental retardation. Historical factors and current issues pertaining to public policy and service delivery. (Plus-minus letter grade only)

Course Attributes:
- Teacher Credential Program Crs

SPED 772 Assessment, Curriculum, and Instruction (Units: 3)
Prerequisite: Graduate standing or consent of instructor.

Development of assessment, curriculum, and instructional practices to provide responsive instruction to meet diverse needs of individuals with mild, moderate, and severe disabilities. (Plus-minus letter grade only)

Course Attributes:
- Teacher Credential Program Crs

SPED 773 Methods of Assessment and Instruction for Students with Moderate/Severe Disabilities (Units: 3)
Prerequisites: Must be taken concurrently with SPED 745 and SPED 821 (minimum passing grade is B- or above).

Methods of assessment, curriculum, and instruction for students with moderate/severe disabilities, including ecological assessments, standards' based academic curricula, systematic instruction, and methods for evaluating student progress. (Minimum passing grade is B- or above.) (Plus-minus letter grade only)

Course Attributes:
- Teacher Credential Program Crs

SPED 774 Positive Behavior Support (Units: 3)
Prerequisite: Graduate standing or consent of instructor.

Understanding and interpreting behavior; ecological perspectives. Proactive strategies to prevent occurrence and escalation of problem behaviors, evaluation of behavior problems, and implementation of interventions in the least restrictive environment. (Plus-minus letter grade only)

Course Attributes:
- Teacher Credential Program Crs

SPED 775 Advanced Methods in Mild/Moderate Disabilities (Units: 3)
Prerequisites: SPED 770, SPED 772.

Procedures for assessing needs, selecting curriculum priorities, and designing responsive instructional and behavioral plans for meeting the needs of individuals with mild and moderate disabilities. (Plus-minus letter grade only)

Course Attributes:
- Teacher Credential Program Crs

SPED 777 Development and Learning of Young Children with Special Needs (Units: 3)
Prerequisite: Admission to Special Education specialist credential and master's degree.

Infant and young child development comparisons and among a typical and normal patterns. Implications for early intervention and educational programming. Practical experience with infant and young child. (Plus-minus letter grade only)

Course Attributes:
- Teacher Credential Program Crs
SPED 778 Advanced Literacy and Instruction (Units: 3)
Prerequisite: Graduate standing or consent of instructor.
Focus on current research on literacy and skills related to the development of student literacy. Assessment, curriculum development and instructional practices for teaching reading to students experiencing reading difficulties, especially those with mild to moderate disabilities. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 779 Family Systems and Services for Young Children with Disabilities (Units: 3)
Prerequisite: SPED 777.
Understanding and assessing family systems and caregiver-child interactions; developing intervention programs. Family situations that generate unique needs. Learn how to effectively communicate with families of disabled children and to link families with community support networks. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 780 Assessment and Program Evaluation in Early Childhood Special Education Setting (Units: 3)
Prerequisite: Graduate standing or consent of instructor.
Assessment of children from birth to five years; program evaluation design. Analysis of both formal and informal assessments, translation of child and family assessment into educational plans, and overall program evaluation designs. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 787 Advanced Assessment and Instruction for Students with Moderate/Severe Disabilities (Units: 3)
Prerequisites: SPED 745, SPED 773, and SPED 821; must be taken concurrently with SPED 789 and SPED 821 (minimum passing grade is B- or above).
Assessment, curriculum, and instructional design for students with moderate to severe disabilities with special emphasis on students who experience sensory and/or physical disabilities. (Minimum passing grade is B- or above.) (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 788 Law, Ethics, and Instructional Planning (Units: 3)
Prerequisite: Admission to Special Education or Communicative Disorders programs.
Legal foundations and requirements providing public education services to students with disabilities. Policy development, advocacy programs, IEPs, family support plans, technology and universal design, intervention and post-secondary transition. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 789 Advanced Environmental Design for Students with Moderate/Severe Disabilities (Units: 3)
Prerequisites: SPED 745, SPED 773, and SPED 821; must be taken concurrently with SPED 787 and SPED 821 (minimum passing grade is B- or above).
Development of augmentative and alternative communication (AAC) systems for students with moderate/severe disabilities and interventions to promote effective communicative interactions; and development and implementation of positive behavior intervention and support plans for students who present challenging behaviors. (Minimum passing grade is B- or above.) (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 791 Nature of the Autism Spectrum (Units: 3)
Prerequisites: Admission to Special Education credential or MA program or consent of instructor.
Foundations for supporting diverse learners on the autism spectrum from cross-disciplinary perspectives; historical underpinnings; definitions; etiology; characteristics; profiles of learning, development and sociocultural experience; current and emerging practices; identity and influences of neurodiversity movement. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 792 Methods in Orientation and Mobility II (Units: 3)
Prerequisite: SPED 655 (may be taken concurrently); concurrent enrollment with SPED 760.
Age-related changes in orientation and mobility needs. Overview of assessment and individualized instructional methods. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 794 Socialization and Imagination: Autism (Units: 3)
Prerequisite: SPED 791 or consent of instructor.
Inclusive practices to enhance peer socialization, play and imagination of learners on the autism spectrum; demystifying autism; environmental design; sociocultural, developmental, social-cognitive, behavioral methods; infusing special interests and creative expression in education, recreation, vocations. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 801 Development, Diversity, and English Language Learners: Special Education (Units: 3)
Prerequisite: Admission to Special Education or Communicative Disorders programs.
Foundation in typical and atypical development, the interaction between diverse cultures, races and disability within the context of changing state and national demographics, and implications of disability for English-Language Learners. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs
SPED 821 Fieldwork in Moderate/Severe Disabilities (Units: 3)
Prerequisites: Concurrent enrollment in SPED 745, SPED 773, SPED 787, SPED 789.

Supervised fieldwork to promote and support the application of knowledge and skills gained in core methods courses. Sites with educational programs for students with moderate/severe disabilities. May be repeated for a total of 6 units. (CR/NC grading only)
Course Attributes:
• Teacher Credential Program Crs

SPED 822 Methods in Orientation and Mobility III (Units: 3)
Prerequisites: SPED 655, SPED 760, SPED 792; concurrent enrollment in SPED 823.

Principles of orientation and mobility in simple to complex environments; theories and issues related to architectural design for safety and environmental analysis, traffic systems and transportation systems. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 823 Methods in Orientation and Mobility IV (Units: 3)
Prerequisites: SPED 655, SPED 760, SPED 792; concurrent enrollment in SPED 822.

Principles of mobility in simple to complex areas. Diverse mobility systems and functions, and indications for their use in varying travel environments and by learners of diverse ages and travel needs. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 825 Communication, Behavior and Instructional Supports: Autism (Units: 3)
Prerequisite: Admission to Special Education credential or MA program or consent of instructor.

Design and delivery of evidence-based practices to address communication, behavior and instructional needs of learners on the autism spectrum; data-based assessment and intervention; environmental supports; communication/AAC systems; structured teaching; behavioral, cognitive, developmental, sensory-based approaches. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 831 Internship in Special Education (Units: 3)
Prerequisite: Graduate standing or consent of graduate adviser.

Practicum in clinics, rehabilitation centers, and schools under supervision of specialists in fields of special education or rehabilitation. May be repeated for a total of 6 units. (CR/NC only)

SPED 833 Educational Services for Learners with Deaf-Blindness (Units: 3)
Prerequisite: Graduate admission to Moderate-Severe Disabilities Program.

Unique needs of learners who are deaf-blind and the best practices for providing appropriate education services for this population of students. (Plus-minus letter grade only)

SPED 881 Advanced Research Seminar in Special Education (Units: 3)
Prerequisites: Advanced standing in master’s degree program; ISED 797.

Research designs. Development of problems and hypotheses. Matching research questions to designs. Critique of research studies. Major assignments include written critique and a research proposal. (Plus-minus letter grade only)

SPED 885 Advanced Topics in Special Education (Units: 3)
Prerequisites: Completion of Level I education specialist credential; SPED 740; or consent of instructor.

Topic to be specified in Class Schedule. May be repeated when topics vary. (Plus-minus letter grade only)
Course Attributes:
• Generic Course
• Teacher Credential Program Crs

SPED 894 Creative Work Project in Special Education (Units: 3)
Prerequisites: Consent of graduate major advisor; approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies.

Design, development, and production of instructional product in degree emphasis. Work may include curriculum or training materials in educational or related setting for professionals, students, and families. A final product and written report required. ATC and Proposal for Culminating Experience Requirement forms must be approved by Graduate Studies before enrollment. (CR/NC, RP grading only)

SPED 895 Field Study: Special Education (Units: 3)
Prerequisites: Approval of the graduate major advisor, and approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies. ATC and Proposal for Culminating Experience Requirement forms must be approved by the Graduate Division before registration. (CR/NC; RP grading only)

SPED 896EXM Culminating Experience Examination (Units: 0-3)
Prerequisites: Consent of instructor, committee chair, and approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies. ATC and Proposal for Culminating Experience Requirement forms must be approved by the Graduate Division before registration.

Enrollment in 896EXM required for students whose culminating experience consists of an examination only. Not for students enrolled in a culminating experience course numbered SPED 894, SPED 895, SPED 898, or SPED 998. (CR/NC, RP)

SPED 898 Master’s Thesis (Units: 3)
Prerequisites: Approval of graduate major advisor, and approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies. ATC and Proposal for Culminating Experience Requirement forms must be approved by the Graduate Division before registration. (CR/NC only)

SPED 899 Independent Study (Units: 1-3)
Prerequisite: Graduate standing or consent of instructor.

An intensive study of a particular problem in education under direction of a member of the department. Enrollment by petition approved by the instructor, adviser, and department chair. Open only to regularly enrolled students. (Plus-minus letter grade only)
SPED 902 Public Policy in Special Education (Unit: 1)
Prerequisite: Admission to joint doctoral program and consent of advisor.
Translating federal policy in special education into applications for roles of advocacy, teaching, research and leadership. (Plus-minus letter grade only)

SPED 903 Research Seminar in Special Education: Program Design and Analysis (Units: 3)
Prerequisite: Admission to doctoral program.
Making of inferences between independent and dependent variables in research with disabled persons. Analyze and design experimental research; internal and external validity. Exposure to different designs with purpose of selection of appropriate design to match specific research questions. (Plus-minus letter grade only)

SPED 905 University-level Teaching Internship (Units: 3)
Prerequisite: Admission to education joint doctoral program.
Mentoring support and guidance to doctoral students teaching at university level. Assignments begin at novice level as an observer, with advancement to planning, delivery of instruction including lectures, online activity, assessments, and evaluation. May be repeated for a total of 6 units. (CR/NC only)

SPED 906 University-level Research Internship (Units: 3)
Prerequisite: Admission to Special Education joint doctoral program.
Mentored support and guidance in conducting research. Novice to advanced skills in research design, data collection and analysis, interpretation, and dissemination of findings. Enrollment in two consecutive semesters; may be repeated for a total of 6 units. (CR/NC only)

SPED 907 Learning and Development: The Influence of Disabilities (Units: 3)
Prerequisite: Graduate standing or consent of instructor.
Development and learning theory applied to individuals with disabilities. Cognitive, language, and social-affective development throughout the lifespan. Interaction styles, learning styles, sequences, rate, modality, and continuity/discontinuity of development and learning. (Plus-minus letter grade only)

SPED 908 Directed Studies: Special Topics (Units: 3)
Prerequisite: Admission to joint doctoral program in special education.
Provides opportunity for student to explore a special topic or problem either as an individual or with a group with special interests. May be repeated for a total of 24 units. (CR/NC only)

SPED 909 Current Issues Special Education Policy and Practice (Units: 3)
Prerequisite: Admission to joint doctoral program.
Joint doctoral program core seminar on contemporary policy issues, practice and research in special education. (Plus-minus letter grade only)

SPED 910 Directed Study Special Topics (Units: 3)
Prerequisite: Joint Doctoral Special Education students.
Professional research and service activities, experience expected for post-doctoral professionals. All activities completed under the direction and supervision of a joint doctoral faculty member. Students will select topics and activities that are appropriate to their career goals and areas of specialization upon advisement with their university mentors. Students will register for SPED 910 when engaged in Mentored Research Networks and for their Professional/Community Service Internship. May be repeated for a total of 12 units. (CR/NC grading only)

SPED 998 Doctoral Dissertation in Special Education (Units: 3)
Prerequisite: Advancement to candidacy.
Independent research leading to the completion of the doctoral dissertation. Open only to students in the joint doctoral program in special education. May be repeated for a total of 9 units. (CR/NC only)

SPED 9083 Introduction To GPS Technology (1CEU) (Unit: 1)

SPED 9084 Introduction to Autism Spectrum Disorders (Units: 3)
This course is designed to help working teachers better understand Autism Spectrum Disorders (ASD). Topics include learning about the characteristics of diagnosis, strategies for designing and implementing curricular and classroom-based accommodations and modifications, as well as developing resources that can be shared with colleagues and families. The course is constructed as a self-paced learning experience and is conducted almost exclusively on-line, with one mandatory on-campus meeting.

SPED 9086 Neurological Vision Impairment (Units: 2)
A look at vision from the perspective of the brain not the eyes using a simple structured approach.
Objectives:
*Students will demonstrate the following:
*Understanding of the normal function of the brain in relation to vision.
*Understanding of the impact of acquired brain injury on the visual system
Understanding of the impact of additional sensory, cognitive and physical deficits on a vision therapy program
*Knowledge and understanding necessary to complete a comprehensive assessment of vision deficits following ABI
Have a hierarchical approach to assessment of vision function
*Be able to prepare individual rehabilitation plans for people with a Neurological Vision Impairment