SPECIAL EDUCATION (SPED)

SPED 310 Exploring Visual Impairments (Units: 3)
Prerequisite: Upper division standing.
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)

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 instructor.
Examination of experiences and representations of and by people with autism 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.) [Formerly SPED 730]
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 731]
Course Attributes:
• Teacher Credential Program Crs

SPED 735 Technology for Visually Impaired Students (Units: 2)
Prerequisite: SPED 754 or consent of 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. (Plus-minus letter grade only)
Course Attributes:
• Teacher Credential Program Crs

SPED 738 Preschool 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 739 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 740 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 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 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 use of vision. Application to individualized program planning and implementation. (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 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. (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 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. (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 instructor.

Psychosocial and vocational implications of visual impairment. Instructional methods and strategies for transition. Local, state, and national legislation. (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 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. (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 instructor.
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 instructor.
Impact of visual impairment on growth and development of learners age 0-22 years. Transdisciplinary approach to serving learners who have multiple impairments. (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 instructor.
Advanced formats of Braille codes: literary, mathematical, computer, foreign language, and music. Use of slate and stylus. (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 Autism Spectrum Disorders (Units: 3)
Prerequisites: Admission to Special Education credential or MA program or consent of instructor.

Educating diverse learners with Autism Spectrum Disorders, historical and theoretical foundation, etiology, definitions, characteristics, developmental and learning profiles, assessment frameworks and procedures, current and emerging practices, individualized educational supports and service delivery models. (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 Communication, Socialization and Imagination: Autism (Units: 3)
Prerequisite: SPED 791 or consent of instructor.
Enhancing communication, socialization, play and imagination in diverse learners with autism spectrum disorders; functional communication, AAC, pragmatic language approaches; environmental supports; adult-directed, child-centered, peer-mediated practices; inclusion with typical peer/siblings in school, home, community settings. (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 Behavior and Instructional Supports: Autism (Units: 3)
Prerequisite: Admission to Special Education credential or MA program or consent of instructor.
Preparation in design and diverse learners with autism spectrum disorders; data-based assessment and intervention, environmental supports; structured teaching; differentiated instruction; ABA, 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:
• 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 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 896EXAM 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)
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.

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: Admission to the Joint Doctoral Special Education program.

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.

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)