Education-Special Education (ESPE)

Courses

ESPE 350. Introduction to Special Populations for General Education Teachers. 4 Units.
Introduction to special populations in the mainstream classroom for general educators. Development of basic skills for teaching special populations in the general education classroom including differentiated instructional strategies within the core curriculum, roles of general education teachers, and creating a positive inclusive climate of instruction for exceptional learners. A minimum of three hours of fieldwork is required.

ESPE 514. Curriculum and Methods for Diverse Learners with Disabilities. 4 Units.
Prerequisites: ESPE 530, ESPE 531, and ESPE 611, and admission to the Special Education program
Specialized assessment, instructional planning and teaching methods for English language acquisition. Consideration given to cultural characteristics of students, cultural transmission, and acculturation. Practicum in approved settings required. Formerly ESPE 614.

ESPE 530. Introduction to Special Education. 4 Units.
Characteristics and educational implications of physical, intellectual, social and emotional deviations among exceptional individuals. Ethical and legal aspects of special education. Observations in educational settings.

ESPE 531. Methods and Procedures in Special Education. 4 Units.
Prerequisite/Corequisite: ESPE 530
Introductory teaching methods in special education. Policies and procedures related to the implementation of federal and state legislation governing the delivery of special education services. Formerly ESPE 529.

ESPE 538. Introduction to Teaching the Gifted and Talented. 4 Units.
Prerequisites: consent of instructor
Definition, characteristics and development of the gifted and talented individual. Identification procedures. Current legislation and educational practices. Eight hours of class and activities weekly.

ESPE 539. Programs for Teaching the Gifted and Talented. 4 Units.
Prerequisites: ESPE 538 and consent of instructor
Development of school programs for gifted and talented: identification, objectives, scheduling, curriculum, materials and program assessment.

ESPE 542A. Seminar in Special Education. 1 Unit.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

ESPE 542B. Seminar in Special Education. 2 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

ESPE 542C. Seminar in Special Education. 3 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

ESPE 542D. Seminar in Special Education. 4 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

ESPE 600. Master of Science in Special Education Project. 4 Units.
Prerequisites: Advancement to candidacy and consent of the department
Independent graduate research conducted under the guidance of the major advisor and resulting in a written project.

ESPE 601. Legal and Historical Foundations of Special Education. 4 Units.
Prerequisites: Classified admission to Master of Science in Special Education program
Legal, historical, and ethical foundations of special education including legislation, regulations and case law that govern the provision of special education.

ESPE 602. Research in Special Education. 4 Units.
Prerequisites: Classified admission to Master of Science in Special Education program
Introduction to qualitative and quantitative research methods, including single subject design. Formulation of research questions and preparation of research documents. Understanding descriptive and Inferential statistics in education research. Reading and understanding current research in special education.

ESPE 603. Critical Issues in Special Education. 4 Units.
Prerequisites: Classified admission to Master of Science in Special Education program
Critical trends and issues in special education affected by current social, political, and economic conditions. Readings and discussions focus on education reform, multicultural and language issues, inclusion, access to core curriculum, and transition.

ESPE 610. Introduction to Autism Spectrum Disorders. 4 Units.
Prerequisites: ESPE 530 and ESPE 531 and admission to the Special Education program; or admission to the Autism Added Authorization program and concurrent enrollment in ESPE 623A
ESPE 611. Assessment Methods in Special Education. 4 Units.  
Prerequisites: ESPE 530 and ESPE 531 and admission to the Special Education Program  
Data collection methods for eligibility for special education services, program planning, and program evaluation in the areas of academics, language, and social-emotional. Formerly ESPE 637.

ESPE 612. Supportive Learning Environments for Students with Disabilities. 4 Units.  
Prerequisites: ESPE 530 and ESPE 531; admission to the Special Education Program  
Strategies for managing diverse special education classroom and service delivery settings. Planning and implementing positive behavior support and maintaining a supportive learning environment. Practicum in approved settings required. Formerly ESPE 624.

ESPE 613. Seminar in Literacy Learning for Students with Disabilities. 4 Units.  
Prerequisites: ESPE 530, ESPE 531, and ESPE 611, and admission to the Special Education Program  
Differentiated teaching methods and specialized assessment in literacy learning for students with special needs, including English learners. Practicum in approved settings required. Formerly ESPE 655.

ESPE 615. Seminar on Language and Literacy in Early Childhood Special Education. 4 Units.  
Prerequisites: ESPE 530, ESPE 531 and admission to the Special Education Program  
An intensive study of early language and literacy skills including English language development, assessment, instruction, and curriculum guidelines as related to infants, toddlers, and preschool age children with disabilities. Formerly ESPE 515.

ESPE 620A. Supervised Student Teaching in Special Education I: Mild/Moderate Disabilities. 8 Units.  
Prerequisites: classified admission to the Special Education credential program. Formerly ESPE 609A  
Prerequisite/Corequisite: ESPE 642 (for Preliminary credential candidates); ESPE 530, ESPE 531, ESPE 611 and ESPE 612, EELB 315 or EELB 423 (for Level I credential candidates)  
Supervised full time student teaching in a special education setting at a public school designated by topic area. Experiences in general education, grade/age levels, federal disability categories, and the continuum of services outlined by the credential authorization will be documented. Apply for admission to Supervision one quarter in advance of enrollment. Graded credit/no credit.

ESPE 620B. Supervised Student Teaching in Special Education I: Moderate/Severe Disabilities. 8 Units.  
Prerequisites: classified admission to the Special Education credential program. Formerly ESPE 609C  
Prerequisite/Corequisite: ESPE 662 (for Preliminary credential candidates); ESPE 530, ESPE 531, ESPE 611 and ESPE 612, EELB 315 or EELB 423 (for Level I credential candidates)  
Supervised full time student teaching in a special education setting at a public school designated by topic area. Experiences in general education, grade/age levels, federal disability categories, and the continuum of services outlined by the credential authorization will be documented. Apply for admission to Supervision one quarter in advance of enrollment. Graded credit/no credit.

ESPE 620C. Supervised Student Teaching in Special Education I: Early Childhood Special Education. 8 Units.  
Prerequisites: classified admission to the Special Education credential program. Formerly ESPE 609D  
Prerequisite/Corequisite: ESPE 672  
Supervised full time student teaching in a special education setting at a public school designated by topic area. Experiences in general education, grade/age levels, federal disability categories, and the continuum of services outlined by the credential authorization will be documented. Apply for admission to Supervision one quarter in advance of enrollment. Graded credit/no credit.

ESPE 621A. Supervised Student Teaching in Special Education II: Mild/Moderate. 8 Units.  
Prerequisites: grade of credit in ESPE 620A; completion of required credential coursework in the same quarter  
Prerequisite/Corequisite: ESPE 643 (for Preliminary credential candidates); ESPE 613 (for Level I credential candidates)  
Supervised full time student teaching in a special education setting at a public school designated by topic area. Grade/age level experience must be different from the first supervised student teaching experience. Experiences in general education, federal disability categories, and the continuum of services outlined by the credential authorization will be documented. Transition plan for induction will be developed. Admission to Supervision as a student teacher required; apply for Supervision one quarter in advance of enrollment. Graded credit/no credit. Formerly ESPE 679A.

ESPE 621B. Supervised Student Teaching in Special Education II: Moderate/Severe Disabilities. 8 Units.  
Prerequisites: grade of credit in ESPE 620B; completion of required credential coursework in the same quarter  
Prerequisite/Corequisite: ESPE 663 (for Preliminary credential candidates); ESPE 662 (for Level I credential candidates)  
Supervised full time student teaching in a special education setting at a public school designated by topic area. Grade/age level experience must be different from the first supervised student teaching experience. Experiences in general education, federal disability categories, and the continuum of services outlined by the credential authorization will be documented. Transition plan for induction will be developed. Admission to Supervision as a student teacher required; apply for Supervision one quarter in advance of enrollment. Graded credit/no credit. Formerly ESPE 679C.
ESPE 621C. Supervised Student Teaching in Special Education II: Early Childhood Special Education. 8 Units.
Prerequisites: grade of credit in ESPE 620C; completion of required credential coursework in the same quarter
Prerequisite/Corequisite: ESPE 673
Supervised full time student teaching in a special education setting at a public school designated by topic area. Grade/age level experience must be different from the first supervised student teaching experience. Experiences in general education, federal disability categories, and the continuum of services outlined by the credential authorization will be documented. Transition plan for induction will be developed. Admission to Supervision as a student teacher required; apply for Supervision one quarter in advance of enrollment. Graded credit/no credit. Formerly ESPE 679F.

ESPE 622A. Supervised Intern Teaching in Special Education: Mild/Moderate Disabilities. 8 Units.
Prerequisites: Education Specialist Intern Credential in Mild/Moderate Disabilities; consent of Intern Coordinator
Full time teaching on an Education Specialist Internship credential in a special education public school setting designated by credential authorization. Admission to the designated Education Specialist Internship Program required. Must be repeated with a grade of Credit during each quarter of the Internship program until completion of credential objective for a minimum of 24 units. Graded credit/no credit. Formerly ESPE 680A.

ESPE 622B. Supervised Intern Teaching in Special Education: Moderate/Severe Disabilities. 8 Units.
Prerequisites: Education Specialist Intern Credential in Moderate/Severe Disabilities; consent of Intern Coordinator
Full time teaching on an Education Specialist Internship credential in a special education public school setting designated by credential authorization. Admission to the designated Education Specialist Internship Program required. Must be repeated with a grade of Credit during each quarter of the Internship program until completion of credential objective for a minimum of 24 units. Graded credit/no credit. Formerly ESPE 680B.

ESPE 622C. Supervised Intern Teaching in Special Education: Early Childhood Special Education. 8 Units.
Prerequisites: Education Specialist Intern Credential in Early Childhood Special Education; consent of Intern Coordinator
Full time teaching on an Education Specialist Internship credential in a special education public school setting designated by credential authorization. Admission to the designated Education Specialist Internship Program required. Must be repeated with a grade of Credit during each quarter of the Internship program until completion of credential objective for a minimum of 24 units. Graded credit/no credit. Formerly ESPE 680C.

ESPE 623A. Education Specialist Added Authorization Practicum: Autism Spectrum Disorders I. 4 Units.
Prerequisites: admission to the designated Education Specialist Added Authorization program
Corequisites: ESPE 610
Observation and participation in selected programs for exceptional individuals required in addition to weekly seminars. Implementation of strategies and methods learned in corequisite coursework. Must be repeated for credit each quarter required in the designated Added Authorization program.

ESPE 623B. Education Specialist Added Authorization Practicum: Autism Disorders II. 4 Units.
Prerequisites: admission to the designated Education Specialist Added Authorization program. Prerequisites: a grade of "B-" or better in ESPE 610 and ESPE 623A
Corequisites: ESPE 627
Observation and participation in selected programs for exceptional individuals required in addition to weekly seminars. Implementation of strategies and methods learned in corequisite coursework. Must be repeated for credit each quarter required in the designated Added Authorization program.

ESPE 623C. Education Specialist Added Authorization Practicum: Early Childhood Special Education I. 4 Units.
Prerequisites: admission to the designated Education Specialist Added Authorization program
Corequisites: ESPE 672
Observation and participation in selected programs for exceptional individuals required in addition to weekly seminars. Implementation of strategies and methods learned in corequisite coursework. Must be repeated for credit each quarter required in the designated Added Authorization program.

ESPE 623D. Education Specialist Added Authorization Practicum: Early Childhood Special Education II. 4 Units.
Prerequisites: admission to the designated Education Specialist Added Authorization program. Prerequisites: a grade of "B-" or better in ESPE 672 and ESPE 623C
Corequisites: ESPE 673
Observation and participation in selected programs for exceptional individuals required in addition to weekly seminars. Implementation of strategies and methods learned in corequisite coursework. Must be repeated for credit each quarter required in the designated Added Authorization program.

ESPE 625. Collaboration and Consultation in Special Education. 4 Units.
Prerequisites: ESPE 530, ESPE 531, ESPE 611, and ESPE 612, and admission to the Special Education program
Competencies and skills for collaborative and consultative roles to develop partnerships with students, professionals, paraprofessionals, families, and community service personnel.
ESPE 627. Education of Students with Autism Spectrum Disorders. 4 Units.
Prerequisites: ESPE 530, ESPE 531, ESPE 610, ESPE 611, and ESPE 612, and admission to the Special Education program; or ESPE 610 and ESPE 623A, admission to the Autism Added Authorization program, and concurrent enrollment in ESPE 623B.
Evidence base for methods used in educational settings for students in early childhood through grade 12 with autism spectrum disorders. Planning, implementing, and evaluating methods to teach social, language, behavioral, and learning skills.

ESPE 630A. Topics in Research in Teaching and Learning: Gifted and Talented. 4 Units.
Prerequisites: consent of instructor
Survey of current research in teaching and learning.

ESPE 630B. Topics in Research in Teaching and Learning: Special Education. 4 Units.
Prerequisites: consent of instructor
Survey of current research in teaching and learning.

ESPE 633. Reflective Inquiry Seminar and Induction Plan. 4 Units.
Prerequisites: completion of Level I requirements and consent of program coordinator.
Initial professional Level II course for the special education credential. Designed to culminate the content completed in Level I courses and to establish the induction plan; the concluding activity is the Individualized Induction Plan (IIP). The IIP is completed in collaboration with student, university, and local education agency. Twenty hours of fieldwork required.

ESPE 634. Reflective Inquiry: Seminar for Clear Induction Planning. 4 Units.
Prerequisites: Education Specialist Preliminary Credential
Designed to extend and contextualize the content completed in the preliminary credential program and to establish the Individual Induction Plan (IIP). The IIP is the culminating activity in this course and is completed in collaboration with student, university, and local education agency.

ESPE 635. Effective Communication with Professionals and Families. 4 Units.
Prerequisites: Level I Preliminary Education Specialist Instruction Credential and ESPE 633
Develop effective communication skills to foster an atmosphere of collaboration among professionals and families, to support quality programs for students with disabilities. Models for collaboration and consultation will be explored.

ESPE 636. Assessment, Curriculum, Instruction: Culturally/Linguistically Diverse Students with Disabilities. 4 Units.
Prerequisites: Successful completion of ESPE 634 and ESPE 696A
Course provides instruction in the concepts of second-language acquisition, diversity, cultural transmission, and the acculturation process. Students will learn how to appropriately assess students and plan instructional programs for culturally and linguistically diverse students with special needs. Legal issues, IEPs and teaching responsibilities for English language learners (ELLs) with disabilities will be addressed. In addition, information regarding effective collaboration with paraprofessionals and parents of ELLs will be included.

ESPE 642. Methods in Mild/Moderate Disabilities I. 4 Units.
Prerequisites: ESPE 610, ESPE 611, ESPE 612, ESPE 613, and ESPE 614
Methods and differentiated instruction for students with mild to moderate disabilities including learning disabilities, language development, and data based decision-making.

ESPE 643. Methods in Mild/Moderate Disabilities II. 4 Units.
Prerequisites: ESPE 642
Strategies, methods, and materials as well as curriculum modification in subject matter content areas for students with mild to moderate disabilities.

ESPE 649. Curriculum and Methods in Special Education: Secondary Transition and Career/Vocational Preparation. 4 Units.
Prerequisites: Level I Preliminary Education Specialist Credential and ESPE 633
Methods, materials and strategies for facilitating career, vocational and adult skills development in learners with disabilities. Interfacing with agencies and other support providers in the transition from secondary programs to adult life.

ESPE 652. Applied Curricular Strategies for Students with Moderate/Severe Disabilities. 4 Units.
Prerequisites: Preliminary Level I Education Specialist Credential: Moderate/Severe and ESPE 633
Principles of systematic instruction to community-based instruction, functional academics, language training, and social skills training. Application of computer and other technology to learners with severe handicaps. A 20-hour practicum will be required.

ESPE 653. Seminar on Moderate/Severe Disabilities. 4 Units.
Prerequisites: ESPE 530, ESPE 531, ESPE 611, ESPE 612, ESPE 651, and ESPE 652
Advanced seminar designed to study current issues and empirical research findings relating to the education of students with moderate and severe disabilities.
ESPE 656. Curriculum and Methods in Special Education: Core Subjects. 4 Units.
Prerequisites: Preliminary Level I Education Specialist Credential: Mild/Moderate
Methods, materials and strategies for designated subject areas with particular emphasis on adapting and modifying curriculum from general education frameworks for students with mild/moderate special needs. Formerly ESPE 684C.

ESPE 657. Seminar on Mild/Moderate Disabilities. 4 Units.
Prerequisites: ESPE 530, ESPE 531, ESPE 611, ESPE 612, ESPE 613 and ESPE 656
Synthesis and application of information on assessment, instruction, development and delivery of quality instruction, providing instruction and appropriate support for use in regular education settings.

ESPE 658. Seminar on Moderate/Severe Disabilities. 4 Units.
Prerequisites: ESPE 529, 530, 624, 637, 651, and 652
Advanced seminar designed to study current issues and empirical research findings relating to the education of students with moderate and severe disabilities.

ESPE 662. Methods for Students with Moderate/Severe Disabilities I. 4 Units.
Prerequisites: ESPE 610 and ESPE 611
Characteristics of students with moderate to severe disabilities and their implications for education; assessments for positive behavior support, instructional planning and progress monitoring; evidence-based instructional strategies for communication, social skills, and the core curriculum. Formerly ESPE 651.

ESPE 663. Methods for Students with Moderate/Severe Disabilities II. 4 Units.
Prerequisites: ESPE 662
Movement, sensory, and specialized healthcare needs; augmented and alternative communication methods; transition planning and implementation strategies; case management for students with moderate to severe disabilities.

ESPE 672. Methods in Early Childhood Special Education I. 4 Units.
Prerequisites: ESPE 610, ESPE 611, and ESPE 612 and admission to the Special Education program; or admission to the Early Childhood Special Education Added Authorization program and concurrent enrollment in ESPE 623C
Contemporary theoretical, philosophical, legal, and empirical influences in Early Intervention and Early Childhood Special Education. Screening and assessment of development and behavior for program development and instructional planning. Consideration of the rights and roles of the family, the needs of children with low incidence disabilities, and English learners in assessment and planning. Formerly ESPE 650.

ESPE 673. Methods in Early Childhood Special Education II. 4 Units.
Prerequisites: ESPE 610, ESPE 611, and ESPE 612 and admission to the Special Education program; or admission to the Early Childhood Special Education Added Authorization program and concurrent enrollment in ESPE 623D
Intervention and instructional strategies that are responsive to the individual needs of students between the ages of birth and six years with disabilities (including children at risk and with low incidence disabilities). Special consideration of family concerns and priorities, models of service delivery, collaboration, and supportive learning environments. Formerly ESPE 665.

ESPE 685. Advanced Behavior Management. 4 Units.
Prerequisites: ESPE 530, ESPE 611, ESPE 620, ESPE 635, ESPE 640, ESPE 679A, ESPE 679C, or consent of instructor
Advanced techniques for teaching students with serious problem behaviors including crisis management and other interventions derived from psychodynamic, psychoeducational, behavioral, cognitive and social learning theory. Field study experience required.

ESPE 691A. Issues and Trends in Special Education: Current Issues. 4 Units.
Prerequisites: ESPE 530, 531, 611, and 612
Specialized in-depth study of selected topics in special education. Field study experience included.

ESPE 691B. Issues and Trends in Special Education: Collaboration and Consultation. 4 Units.
Prerequisites: ESPE 530, 531, 611, and 612
Specialized in-depth study of selected topics in special education. Field study experience included.

ESPE 691C. Issues and Trends in Special Education: Early Childhood. 4 Units.
Prerequisites: ESPE 530, 531, 611, and 612
Specialized in-depth study of selected topics in special education. Field study experience included.

ESPE 691D. Issues and Trends in Special Education: Instructional Technologies. 4 Units.
Prerequisites: ESPE 530, 531, 611, and 612
Specialized in-depth study of selected topics in special education. Field study experience included.

ESPE 691E. Issues and Trends in Special Education: Administration. 4 Units.
Prerequisites: ESPE 530, 531, 611, and 612
Specialized in-depth study of selected topics in special education. Field study experience included.

ESPE 691F. Issues and Trends in Special Education: Historical. 4 Units.
Prerequisites: ESPE 529, 530, 611, and 612
Specialized in-depth study of selected topics in special education. Field study experience included.
ESPE 691G. Issues and Trends in Special Education: Special Populations. 4 Units.
Prerequisites: ESPE 529, 530, 611, and 612
Specialized in-depth study of selected topics in special education. Field study experience included.

ESPE 691H. Issues and Trends in Special Education: Transition. 4 Units.
Prerequisites: ESPE 529, 530, 611, and 612
Specialized in-depth study of selected topics in special education. Field study experience included.

ESPE 691J. Issues and Trends in Special Education: Post Secondary. 4 Units.
Prerequisites: ESPE 529, 530, 611, and 612
Specialized in-depth study of selected topics in special education. Field study experience included.

ESPE 694. Special Education Leadership Evaluation and Outcomes II. 4 Units.
Prerequisites: California Preliminary Specialist Credential in the same credential area, completion of Level II coursework, or completion of program requirements for the Mild to Moderate Intern Program, and consent of the Program Director. Eligibility: students who developed an induction plan and have implemented that plan for a minimum of 18 months are eligible. The Individual Induction Plan, Professional Development Portfolio, and non-University activities will be evaluated. May be repeated for credit by students in the Mild to Moderate Disabilities Intern Program and by candidates seeking an additional authorization. Candidates who participated in an approved Induction Program and/or seeking a first Specialist Credential should take ESPE 694 Presentation of the Professional Development Portfolio demonstrating that the candidate has met the California Commission on Teacher Credentialing (CTC) Standards for a Clear Professional Specialist Credential.

ESPE 695. Special Education Clear Induction Outcomes. 4 Units.
Prerequisites: Preliminary Education Specialist Credential, successful completion of ESPE 615, ESPE 634, ESPE 696A, and ESPE 696B Assessment of Participating Teachers’ Education Specialist Clear Induction Program Professional Development Portfolio. Candidates will refine and update the approved Individual Induction Plan (IIP); apply conceptual knowledge into practice; build upon the foundation of the Preliminary Credential program; submit a professional portfolio, including evidence of the implementation of the IIP as well as meeting all Education Specialist Clear Induction Standards.

ESPE 696A. Induction Support I. 2 Units.
Course provides support to participating teachers (PTs) in the Education Specialist Clear Induction Program. PTs will learn how to gather information about their students, school, district, and community and determine its impact on teaching and learning. PTs will also assess their teaching practice as it relates to the California Standards for the Teaching Profession (CSTPs) and Induction Standards. Graded credit/no credit.

ESPE 696B. Induction Support II. 1 Unit.
Prerequisites: Grade of credit in ESPE 696A
Course provides support to participating teachers (PTs) in the Education Specialist Clear Induction Program. PTs will learn how to create an inquiry to assess their teaching practice and student academic achievement. PTs will also analyze and reflect on evidence from their inquiry and its impact on teaching practice and student academic achievement. Graded credit/no credit.

ESPE 696C. Induction Support III. 1 Unit.
Prerequisites: Grade of credit in ESPE 696A and ESPE 696B
Course provides support to participating teachers (PTs) in the Education Specialist Clear Induction Program. PTs extend their experience to create an inquiry to assess their teaching practice and student academic achievement. PTs will also analyze and reflect on evidence from their inquiry and its impact on teaching practice and student academic achievement. Graded credit/no credit.

ESPE 999. Comprehensive Examination. 0 Units.
Prerequisites: advancement to candidacy, approval of department, completion of course work in the masters program, and in good academic standing
An assessment of the students ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter.