

Department of Special Education, Rehabilitation and Counseling

College of Education Building, Room 243
(909) 537-5606 Department of Special Education, Rehabilitation and
Counseling website (<https://www.csusb.edu/src/>)

Current Faculty

Marissa Congdon, Assistant Professor of Education
B.A. 1999, University of Miami
M.Ed. 2009, Pennsylvania State University
Ph.D., 2013, University of Washington

Carolyn R. Eggleston

Sherri Franklin-Guy, Professor of Education
B.A. 1994, M.E.D. 2001, Ph.D. 2006, Wichita State University

Lorraine Hedtke, Professor of Education
B.A. 1978, University of Redlands
M.S.W. 1985, Arizona State University
Ph.D. 2003, University of California, Los Angeles

Connie McReynolds, Professor of Education
B.S. 1982, Oklahoma City University
M.S. 1988, Emporia State University
Ph.D. 1998, University of Wisconsin-Madison

Sang Seok Nam, Professor of Education
B.Ed. 1984, M.A. 1987, Taegu University
Ph.D. 1996, Arizona State University

Kathleen M. Phillips, Lecturer in Education
B.A. 1987, Michigan State University
M.A. 1994, California State University, San Bernardino

Daniel Stewart, Lecturer in Education
B.A. 2008
M.S. 2011, California State University, San Bernardino
Ph.D. 2017, University of Louisiana, Monroe

Stanley L. Swartz, Professor of Education
A.B. 1970, Findlay College
M.Ed. 1972, Ph.D. 1976, Bowling Green State University

Judith Sylva, Professor of Education
B.A. 1992, University of California, Irvine
Ph.D. 1999, University of California, Riverside

Emeriti

Margaret H. Cooney

Marjorie McCabe, Professor of Education

Robert (Brett) Nelson, Professor of Education
B.A. 1976, Appalachian State University
M.A. 1980, Georgia State University

Ph.D. 1992, University of Colorado-Boulder

Dwight P. Sweeney

Joseph Turpin

Dudley J. Wiest

John M. Winslade
B.A. 1973, M.A. 1990, University of Auckland
Ph.D. 2003, University of Maikato

Graduate Degrees

Master of Arts

Master of Arts in Rehabilitation Counseling (<https://catalog.csusb.edu/colleges-schools-departments/education/special-education-rehabilitation-counseling/rehabilitation-counseling-ma/>)

Master of Science

Counseling (<https://catalog.csusb.edu/colleges-schools-departments/education/special-education-rehabilitation-counseling/counseling-guidance-ms/>)

Special Education (<https://catalog.csusb.edu/colleges-schools-departments/education/special-education-rehabilitation-counseling/special-education-ms/>)

Education Specialist

School Psychology (<https://catalog.csusb.edu/colleges-schools-departments/education/special-education-rehabilitation-counseling/school-psychology-eds/>)

Basic Teaching Credential Programs

- Internship Education Specialist Credential: Early Childhood Special Education (<https://catalog.csusb.edu/colleges-schools-departments/education/special-education-rehabilitation-counseling/internship-education-specialist-credential-early-childhood-special-education-el-authorization/>)
- Internship Education Specialist Credential: Mild to Moderate Support Needs (<https://catalog.csusb.edu/colleges-schools-departments/education/special-education-rehabilitation-counseling/internship-education-specialist-credential-mild-moderate-disabilities-el-authorization/>)
- Internship Education Specialist Credential: Extensive Support Needs (<https://catalog.csusb.edu/colleges-schools-departments/education/special-education-rehabilitation-counseling/internship-education-specialist-credential-moderate-severe-disabilities-el-authorization/>)
- Preliminary Education Specialist Credential: Early Childhood Special Education (<https://catalog.csusb.edu/colleges-schools-departments/education/special-education-rehabilitation-counseling/preliminary-education-specialist-credential-early-childhood-special-education-el-authorization/>)
- Preliminary Education Specialist Credential: Mild to Moderate Support Needs (<https://catalog.csusb.edu/colleges-schools-departments/education/special-education-rehabilitation-counseling/preliminary-education-specialist-credential-mild-moderate-disabilities-el-authorization/>)
- Preliminary Education Specialist Credential: Extensive Support Needs (<https://catalog.csusb.edu/colleges-schools-departments/education/>)

special-education-rehabilitation-counseling/preliminary-education-specialist-credential-moderate-severe-disabilities-el-authorization/)

Specialist and Services Credential Programs

Pupil Personnel Services Credential: School Psychology (<https://catalog.csusb.edu/colleges-schools-departments/education/special-education-rehabilitation-counseling/pupil-personnel-services-credential-school-psychology/>)

Minor

Counseling and Social Change (<https://catalog.csusb.edu/colleges-schools-departments/education/special-education-rehabilitation-counseling/counseling-social-change-minor/>)

Certificates

Rehabilitation Counseling (<https://catalog.csusb.edu/colleges-schools-departments/education/special-education-rehabilitation-counseling/rehabilitation-counseling-certificate/>)

Educational Counseling Courses

COUN 3101. Introduction to the Counseling & Helping Professions. Units: 3

This is an introduction to the Counseling & Social Change minor and a prerequisite for COUN 3103. Students are exposed to themes that cut across counseling and helping professions, including listening skills, the experience and value of compassion and compassionate action, the ethics of caring, and the effects of power relations in the helping profession. Professional pathways will be explored including, degree requirements, nature of the work, types of clientele served, theoretical modalities, work sites, ethical dimensions, and desirable personal characteristics.

COUN 3102. The Social Construction Of Relationships. Units: 3

This course emphasizes how the construction of identity is shaped through experiences that are tied to social, political, cultural and environmental processes that intersect with various forms of institutionalized power, privilege and oppression.

COUN 3103. Introduction To Counseling Skills & Practices. Units: 3

Semester Prerequisite: COUN 3101

Counseling is an interpersonal process with culturally-based ideas and practices that has effects on social interaction, interpersonal communication, and social change. This is an introductory course to counseling and compassionate listening skills with a particular focus on understanding how stories are constructed and shape identities utilizing an active and participatory learning experience. May be taken twice for a total of 6 units. THIS COURSE DOES NOT PROVIDE PROFESSIONAL COUNSELOR PREPARATION STATUS.

COUN 3104. Counseling & Social Change. Units: 3

This course provides a critical analysis of issues and actions needed to advance social justice in counseling practice. It attends to the contemporary social, cultural, and economic issues that often negatively affect the lives of clients. The emphasis is on promoting social change within the counseling context among client groups that have historically been marginalized or oppressed in some fashion.

COUN 5953. Independent study in counseling. Units: 3

Independent study in counseling as needed to fulfill graduation requirements. Individualized course requirements will be specified in each course syllabi to meet necessary standards and evaluative measures.

COUN 6220. Introduction to Counseling. Units: 3

Quarter Prerequisite: approval of admission portfolio

Introduction to basic and intermediate counseling practice, theories, and techniques. In order to ensure that students continue in the program, it is necessary to achieve a B or better in this course.

COUN 6221. Introduction to Research & Evaluation. Units: 3

Introduction to the vocabulary, design, and sources of quantitative, qualitative, and evaluation methodologies. Ethical strategies are examined for the collection of data and how data is reported. Research reports, including the identifying and development of trends, are studied. Students will be expected to critique trends in research and understand how professional practices of power influence such trends. May be taken two times for six units. This course meets the graduate writing requirement.

COUN 6222. Law & Ethics in Counseling. Units: 3

Discussion of ethical and legal constraints and considerations in the delivery of counseling services. May be taken two times for six units.

COUN 6223. Learning Theories. Units: 3

This course focuses on the developmental theories of learning and how this impacts a child's educational experiences. Emphasis on learning theories that covers both general and special education, the impact of individual differences and development of learners, and evaluation of learning and instructional models. This knowledge is geared towards the development of counselors as allies to both children, teachers, and administrators in a school system. Special attention will be paid to positive behavior interventions and the awareness of how classroom management techniques may support or discourage learning. May be taken two times for six units.

COUN 6224. Advanced Counseling. Units: 3

Semester Prerequisite: COUN 6220

Supervised practice in counseling in a classroom setting and with clients. Includes 30 hours of practice. This course requires a B or better for students to remain in good standing in the program and progress to placement courses.

COUN 6225. Systems Consultation. Units: 3

Systems theory as it applies to families, schools, and larger systems of care. Theory and methods of consultation with families regarding students' success. Inclusion of the family system in consultations with teachers and other professionals. May be taken two times for six units.

COUN 6226. Conflict Resolution. Units: 3

Understanding and responding to conflict in relationships, schools, and communities. Includes conflict coaching, mediation, and conferencing practices. May be taken two times for six units.

COUN 6227. Counseling Theories. Units: 3

Theories and practices of counseling; applications to educational and community settings.

COUN 6228. Addictions Counseling. Units: 3

Diagnosis of addictions and counseling of persons affected by addiction to legal and illegal substances.

COUN 6229. Socio-Cultural Counseling. Units: 3

Theory of and practical applications of counseling to serve diverse groups of people in school and community settings. How counseling can contribute to social justice for people from various gender, ethnicities, races, social class, sexual orientations, and religious backgrounds. May be taken two times for six units.

COUN 6230. Human Development in Counseling. Units: 3

This course will cover the history of human development through the lifespan, with particular attention paid to the political and historical forces that influenced ideas and practices. May be taken two times for six units.

COUN 6231. Group Counseling. Units: 3

Theory and practice of group counseling in schools or community and mental health settings. Includes 30 hours of practice. May be taken two times for six units.

COUN 6232. Career Counseling. Units: 3

This course provides an overview of career counseling, career education and application of career counseling and guidance to schools, educationally related agencies and special settings. May be taken two times for six units.

COUN 6233. Practice Based Placement. Units: 3

Semester Prerequisite: COUN 6220, COUN 6222, COUN 6244 Quarter Prerequisite: COUN 6220, 6222, 6224, 6229 & 6231; Certificate of clearance from the CTC, Valid and current TB skin test (within the last three years)

Advanced practice-based placement in either a school/educational setting OR a community or mental health setting under the supervision of certificated and/or licensed personnel. May be taken five times for 15 units.

COUN 6234. Diagnosis. Units: 3

Principles of the diagnostic process. Use of diagnostic tools. The impact of co-occurring substance abuse and medical disorders. Diagnostic interviewing skills. Planning for treatment and documentation.

COUN 6235. Crisis and Trauma Counseling. Units: 3

This course surveys the theoretical foundations and approaches to crisis intervention and the treatment of the effects of trauma. Emphasis is given to understanding the concepts of crises and trauma through a poststructural lens, focusing on incident debriefing techniques and narrative strength inquiries when responding to crisis situations in clients lives.

COUN 6236. Psychopharmacology. Units: 3

Understanding the purposes and effects of the main pharmaceuticals used in mental health settings.

COUN 6237. Appraisal. Units: 3

Individual and group measurement with emphasis on behavior observation skills, test interpretation in counseling, and an introduction to personality, intelligence, vocational, achievement and projective measurements.

COUN 6238. Aging, Death & Grief in Couples & Families. Units: 3

Theories and research about aging and dying, counseling the dying and the bereaved, and how it impacts couples and families. This includes an understanding of working with older adults, relevant pharmacology, elder abuse, APS reporting, caregiving, and the impact on families using a family systems approach. May be taken two times for six units.

COUN 6239. Family Counseling. Units: 3

This course explores family therapy theories, along with core concepts of general systems theory. Both foundational family therapy theories and postmodern approaches are covered with a focus on application to counseling. A critical contextual perspective is privileged throughout. May be taken two times for six units.

COUN 6240. Professional School Counseling. Units: 3

Theory and practical applications of comprehensive school counseling programs at the elementary, middle and high school levels including guidance curriculum development and program management.

COUN 6241. Gender & Sexuality. Units: 3

Human sexuality and gender across the lifespan and counseling interventions addressing gender identity and sexual relationship issues. May be taken two times for six units.

COUN 6265. Family Violence. Units: 3

Child abuse assessment and reporting. Spousal/partner abuse assessment, and intervention strategies. This course replaces ECLG 665.

COUN 6960. Master's Degree Project. Units: 0

Research project related to counseling conducted under the direction of two program faculty members. Formerly ECLG 697.

COUN 6980. Comprehensive Examination. Units: 0

Quarter Prerequisite: 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.

Rehabilitation Counseling Courses

EREH 6615. Introduction to Rehabilitation Counseling. Units: 5

Fundamental processes and practices of rehabilitation counseling including examination and analysis of the historical, philosophical, organizational, economic and legal basis of rehabilitation. Morality and ethics; ethical issues; models and techniques for effective ethical decision-making in personal and professional interactions. Orientation and field visits to community rehabilitation counseling agencies. Three hours of lecture and two hours of activity-based education in the subject area per week are required. Formerly known as EREH 615.

EREH 6616. Medical Aspects of Disability Across the Life Span. Units: 5

Medical aspects of disabilities including implications of disabilities for vocational adjustments and rehabilitation processes across the life span. Theories of learning and human growth/development using life span approach from a rehabilitation counseling perspective. Three hours of lecture and two hours of activity-based education in the subject area per week are required. Formerly known as EREH 616A.

EREH 6617. Counseling Theories and Psychosocial Aspects in Rehabilitation. Units: 5

Quarter Prerequisite: EREH 615 or permission of the program coordinator

Counseling theories application to rehabilitation settings; lab experience working with individuals with disabilities. Psychosocial aspects will examine the physical, mental, gender and cultural characteristics of individuals with disabilities to participate fully in society. Three hours of lecture and two hours of activity per week are required. Formerly known as EREH 656.

EREH 6618. Addictions & Co-Existing Disabilities. Units: 5

This course provides a broad understanding of issues and trends in substance use disorder and behavioral addiction treatment in a multicultural and diverse society with a specific focus on treatment methods that reflect the culture-specific values and treatment needs of clients. Including a focus on medical and psychological consequences, drug classification systems, legislation, and other clinical and public policy issues that may be relevant to the field. Motivational Interviewing counseling techniques will be explored in the lab experience. Three hours of lecture and two hours of activity per week required.

EREH 6619. Counseling Skills - Practicum. Units: 5

Semester Prerequisite: EREH 6617 or consent of program coordinator. Quarter Prerequisite: EREH 657 or consent of instructor. Supervised counseling practice; intensive analysis of counselor ethics, styles, methods. Application of counseling skills, theories and techniques working with individuals with disabilities. Requires three hours of seminar and 1.5 hours of supervision per week. Requires 100 hours of related observational practice with individuals with disabilities. Formerly EREH 667.

EREH 6620. Multicultural Rehabilitation Counseling. Units: 4

Theory and techniques of counseling skills serving diverse populations relating to individuals with disabilities. Analysis of differing socioeconomic, racial, and social backgrounds of individuals with disabilities. The major focus is on building multicultural competencies with cultural, economic, and psychosocial processes relative to people from diverse and underrepresented populations and societies. Formerly known as EREH 655.

EREH 6621. Psychiatric Rehabilitation Diagnosis & Psychopharmacology. Units: 5

This course will explore the history, philosophy, practice, current trends, and issues relevant to psychiatric rehabilitation. Rehabilitation services that develop skills and provide environmental support for individuals with chronic mental illness will be examined. Emphasis will be placed on treatment planning to reach vocational goals and optimal independent functioning for individuals with psychiatric disabilities. This course is intended to cover psychiatric diagnosis, psychopharmacology, and the application of medication to all the major diagnostic categories contained in DSM. Three hours of lecture and two hours of activity-based education in the subject area per week are required. Formerly known as EREH 672.

EREH 6622. Theoretical & Practical Applications of Case Management / Job Placement. Units: 5

Semester Prerequisite: EREH 6619 or consent of program coordinator.

Quarter Prerequisite: EREH 615, EREH 616A, EREH 616B and EREH 617 or consent of instructor

Application of methods and techniques of case management / job placement with different client populations in rehabilitation settings. Intensive analysis of counselor ethics, styles, methods. Job analysis, job seeking training skills, placement and follow-up for rehabilitation clients. 3-units lecture, 2-units activity. Formerly EREH 618.

EREH 6623. Theory and Practice of Group Counseling in Rehabilitation. Units: 4

Semester Prerequisite: EREH 6617, 6619, 6620, 6622 or consent of program coordinator. Quarter Prerequisite: EREH 615, 616A, 656 and 657 or permission of program coordinator

Theories and techniques of group counseling in rehabilitation settings with individuals with disabilities. Integration of theory, experience and research in group counseling; ethical and multicultural considerations. Formerly EREH 678.

EREH 6624. Assessment, Research & Program Evaluation. Units: 5

Semester Prerequisite: EREH 6615, 6616, or consent of program coordinator. Quarter Prerequisite: EREH 615, 616A, 616B or consent of instructor

Review of fundamental bases of measurement, criteria for evaluating tests, review of instruments in major categories to assess the functioning abilities and work potential of individuals with disabilities. Introduction to personality, aptitude, achievement measurements. Principles of research design and methods of data collection to facilitate knowledge of rehabilitation research. Program evaluation includes analysis of development and utilization of an agency system in rehabilitation settings with focus on system design, monitoring techniques and service program development. Three hours of lecture and two hours of activity per week required.

EREH 6625. Fieldwork in Rehabilitation Counseling. Units: 6

Semester Prerequisite: Completion of minimum 39 units in the program and/or consent of program coordinator. Quarter Prerequisite: Consent of program coordinator

Field experience in Rehabilitation Counseling. Includes preparation for the Certified Rehabilitation Counselor Examination. Students will take fieldwork in segments of 6 units for a total of 12 units. Students must complete 300 clock hours per semester. Department consent required. Formerly EREH 679.

EREH 6980. Comprehensive Examination in Rehabilitation. Units: 0

Semester Prerequisite: Advancement to candidacy, approval of department, completion of required course work in the masters program and in good academic standing. Quarter Prerequisite: 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. Students must take the CRC Exam as part of EREH 6980 in order to complete the Rehabilitation Counseling Master's degree program. Formerly EREH 999.

School Psychology Courses

EDSP 6607. Research in School Psychology. Units: 3

Methods for conducting research as well as reading, interpreting and applying empirical research in school psychology and related disciplines to the practice of school psychology. Required to meet the Writing Requirement for Graduate Classification for the Ed.S. in School Psychology. May be taken two times for six units. Formerly EDSP 607.

EDSP 6619. Tests and Measurements in School Psychology. Units: 3

Quarter Prerequisite: Admission to program
Individual and group measurement techniques, behavior observation skills, test interpretation, rights and responsibilities of test takers and administrators, and an introduction to personality, aptitude, and achievement measurements. Formerly known as ECLG 619 / EDSP 619.

EDSP 6621. Introduction to School Psychology Practicum. Units: 4

This course introduces school psychology students to the profession of school psychology. Students will observe current issues and practices in the field of school psychology. Students must complete 120 contiguous hours of supervised field placement in an educational setting. Three hours of seminar and one hour of supervision. Graded Credit/No credit. Formerly known as EDSP 6620.

EDSP 6632. Academic Assessment and Intervention. Units: 3

Examination of theories and practices to promote academic learning for school-aged students. Emphasis on empirically validated assessment, intervention, and progress monitoring practices for students at-risk. Formerly EDSP/ECLG 6632.

EDSP 6633. Advanced Child Development. Units: 3

Quarter Prerequisite: ECLG 531 and 632 or admission to the Program
Recent developments in research and theory of child development. Focus is on typical and atypical cognitive, neurological, and social-emotional development in the context of family and community development. May be taken two times for six units. Formerly EDSP 633.

EDSP 6647. Individual Testing and Case Study Techniques. Units: 3

Quarter Prerequisite: EDSP 619 or equivalent
Intensive practice in administration and interpretation of various cognitive scales. Materials fee required. Formerly EDSP 647.

EDSP 6648. Ecological Assessment and Case Study Techniques. Units: 3

Quarter Prerequisite: EDSP 648
Curriculum-based and authentic assessment techniques. Use of ecological and alternative methods of assessing students and their needs. Social-Emotional, Pathology, and Achievement Testing. Materials fee required. Formerly EDSP 649.

EDSP 6656. Counseling Theories. Units: 3

Theories and practices of counseling, applications to educational settings and community settings. May be taken two times for six units. Formerly EDSP 656.

EDSP 6658. Consultation in School Psychology. Units: 3

Theories and models of consultation in schools. Systems theory as applied to School Psychologists. Evidence-based models of consultation in schools. Maybe taken two times for six units. Previously known as ECLG 658 / EDSP 658.

EDSP 6660. Child Psychopathology. Units: 3

Quarter Prerequisite: completion of introductory course in child development or equivalent or admission to Program
Interdisciplinary approach to understanding abnormal child development within the context of multicultural settings. Use of taxonomical approach including IDEA (Individuals with Disabilities Education Act) and DSM (Diagnostic Statistical Manual) and standard treatment protocol. May be taken two times for six units. Formerly known as EDSP 660.

EDSP 6678. Counseling in the School and Community. Units: 3

Quarter Prerequisite: Admission to the Program
Theory and practice of individual and group counseling in schools and communities. Formerly known as EDSP 678.

EDSP 6681. Counseling Practicum. Units: 3

Quarter Prerequisite: Admission to EdS or PPS School Psychology program, completion of EDSP 656 with B or better
Seminar and practice in the application of counseling skills, theories and techniques, and evidenced-based interventions. Two hours of seminar and one hour of supervision. Formerly known as EDSP 657A.

EDSP 6683. School Psychology Practicum II. Units: 4

Study and experience relative to the practice of school psychology; an emphasis is placed on assessment of students for disabilities, psycho-educational report writing, and the development of Individual Education Plans. Study of theories and techniques in interventions with parents and children. Emphasis on methodology and application of assessment, academic and social interventions, and counseling skills. Two hours, 50 minutes of seminar and one hour of supervised field practice required. Formerly ECLG 686B and EDSP 6686. Graded Credit/No Credit.

EDSP 6685. School Psychology Practicum I. Units: 3

Study and experience relative to the practice of school psychology; an emphasis is placed on assessment of students for disabilities, psycho-educational report writing, and the development of Individual Education Plans. Study of theories and techniques in interventions with parents and children. Emphasis on methodology and application of assessment, academic and social interventions, and counseling skills. Two hours of seminar and one hour of supervision. Graded Credit/No credit. Formerly EDSP 686A.

EDSP 6687. Educational Practices in School Psychology. Units: 3

Organizational models, systems analysis, change theories, and strategies as applied to educational institutions. School and Special Education Law, Ethics for School Psychologists. Introduction to Exceptionalities. Formerly known as EDSP 687.

EDSP 6688. Behavioral Assessment and Intervention. Units: 3

Examination of the central elements of behavioral assessment and intervention including monitoring progress of empirically validated interventions. Supports ABA in schools. Overview of evidence-based academic and behavioral interventions. Incorporates behavioral as well as systems consultation models. Formerly known as EDSP 688.

EDSP 6691. Applied Research in Educational Settings. Units: 3

In this class, students will apply the skills they have acquired relevant to the theory and practice of school psychology. Students will demonstrate: their knowledge of evidence-based treatments, their ability to synthesize current literature, their understanding of research methods, and their ability to analyze data, as well as demonstrate their writing skills. May be taken two times for six units.

EDSP 6756. Internship in School Psychology. Units: 6

Supervised practice in school psychology with an emphasis on case presentation. Total of 1200 hours (in either paid or unpaid positions) in a school setting. Students may not earn credit for both EDSP 689 and EDSP 6756. May be taken two times for 12 units. Materials fee required. Graded Credit/no credit.

EDSP 6953. Independent Study in School Psychology. Units: 3

Independent study of a topic of interest under the close supervision of a faculty member. May include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate. May be taken two times for six units.

EDSP 6980. Comprehensive Examination. Units: 0

Semester Prerequisite: advancement to candidacy, approval of department, completion of course work in the EdS program, and good academic standing. Quarter Prerequisite: advancement to candidacy, approval of department, completion of course work in the EdS program, and 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. Graded Credit/No credit.

Special Education Courses

ESPE 3350. Introduction to Special Populations for General Education Teachers. Units: 3

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. Formerly ESPE 350.

ESPE 5530. Introduction to Special Education. Units: 3

Characteristics and educational implications of physical, intellectual, social and emotional development among exceptional individuals. Ethical and legal aspects of special education. Observations in educational settings. For classification in any Special Education program, candidates must obtain a grade of B or better. Formerly ESPE 530.

ESPE 5531. Methods and Procedures in Special Education. Units: 3

Quarter Prerequisite: ESPE 530
Introductory methods for planning, assessment of student learning, basic instructional strategies, differentiated instruction, and classroom management in special education. Policies and procedures related to the implementation of federal and state legislation governing the delivery of special education services. Introduction to the dispositions of effective special education teachers and teacher leadership. For classified admission to any of the Special Education programs, candidates must obtain a grade of B or better. Formerly ESPE 531.

ESPE 5532. Language Development in Diverse Learners. Units: 3

Semester Prerequisite: ESPE 5530, ESPE 5531, and admission to the Special Education program. Quarter Prerequisite: ESPE 530, ESPE 531, and ESPE 611, and admission to the Special Education program
Characteristics of typical/atypical language development and academic language acquisition in children with and without disabilities. Functional communication and augmentative/alternative communication needs of the exceptional child. Includes the unique linguistic features and needs of the EL learner with disabilities.

ESPE 6601. Critical Issues in Special Education. Units: 3

Quarter Prerequisite: 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. Critical trends and issues affected by current social, political, and economic conditions will be addressed, including education reform, multicultural and language issues, inclusion, access to core curriculum, and transition.

ESPE 6602. Research in Special Education. Units: 3

Quarter Prerequisite: Classified admission to the 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. Formerly ESPE 602.

ESPE 6606. Graduate Writing in Special Education. Units: 3

Semester Prerequisite: Satisfaction of the GE written communication (A1) requirement and a minimum of 60 semester units of college credit
Candidates will learn expository writing conventions specific to the field of special education. Analysis and evaluation of research will be addressed. APA Style will be included.

ESPE 6609. Practicum: Educating Students with Autism Spectrum Disorder. Unit: 1

Semester Prerequisite: Must be co-enrolled in ESPE 6610 or have successfully completed ESPE 6610 or equivalent with consent of program coordinator

Activities related to evidence-based practices in teaching students with autism spectrum disorders.

ESPE 6610. Educating Students with Autism Spectrum Disorders. Units: 3

Semester Prerequisite: ESPE 5530, ESPE 5531, and admission to the Special Education program. Quarter Prerequisite: ESPE 530, ESPE 531, and admission to the Special Education program
Semester Corequisite: ESPE 6609

Characteristics of learners with autism. Evidence-based methods for the education and treatment of students in early childhood through age 22 with autism spectrum disorders. Planning, implementing, and evaluating methods to teach social, language, behavioral, and learning skills. Concurrent enrollment required in ESPE 6609.

ESPE 6619. Supervised Student Teaching in Special Education: Early Childhood Special Education. Units: 6

Semester Prerequisite: Classified admission to the Preliminary Education Specialist credential program in Early Childhood Special Education and successful completion of ESPE 5532, ESPE 6631, ESPE 6632, ESPE 6633, and ESPE 6634. Quarter Prerequisite: Classified admission to the Special Education credential program

Supervised full-time student teaching in early childhood special education settings at a public school or program operated by a county office of education. Experiences in at least two service delivery models for children between birth and kindergarten as outlined by the credential authorization will be documented. Apply for permission to enroll one semester in advance. Graded credit/no credit. Formerly ESPE 620C.

ESPE 6620. Supervised Student Teaching in Special Education: Mild to Moderate Support Needs. Units: 6

Semester Prerequisite: Classified admission to the Preliminary Education Specialist credential program in: (1) Mild/Moderate Disabilities (2009 Standards) and successful completion of ESPE 6609 and ESPE 6636 (formerly 6614); OR (2) Mild to Moderate Support Needs (2018 Standards) and successful completion of ESPE 6634 and ESPE 6636 (formerly ESPE 6614). Quarter Prerequisite: Classified admission to the Special Education credential program

Supervised full-time student teaching in settings where students with mild to moderate support needs are served in a public school. Experiences in general education, grade/age levels, federal disability categories, and the continuum of services outlined by the credential authorizations for Mild to Moderate Disabilities (2009 Standards) and Mild to Moderate Support Needs (2018 Standards) will be documented. Apply for permission to enroll one semester in advance. Graded credit/no credit. Formerly ESPE 620A.

ESPE 6621. Supervised Student Teaching in Special Education: Extensive Support Needs. Units: 6

Semester Prerequisite: Classified admission to the Preliminary Education Specialist credential program in: (1) Moderate to Severe Disabilities (2009/2014 Standards) and successful completion of ESPE 6609 and ESPE 6636 (formerly 6614); OR (2) Extensive Support Needs (2018 Standards) and successful completion of ESPE 6634 and ESPE 6636 (formerly ESPE 6614). Quarter Prerequisite: Classified admission to the Special Education credential program

Supervised full-time student teaching in settings where students with extensive support needs are served in a public school or county office of education. Experiences in general education, grade/age levels, federal disability categories, and the continuum of services outlined by the credential authorizations for Moderate to Severe Disabilities (2009/2014 Standards) and Extensive Support Needs (2018 Standards) will be documented. Apply for permission to enroll one semester in advance. Graded credit/no credit. Formerly ESPE 620B.

ESPE 6622. Supervised Intern Teaching in Special Education: Mild to Moderate Support Needs. Units: 6

Semester Prerequisite: Full/Clear Classification in the Education Specialist Intern Credential in the Special Education program. Candidate must hold a valid Education Specialist Internship Credential with an authorization in Mild to Moderate Disabilities (2009/2014 Standards) OR Mild to Moderate Support Needs (2018 Standards); verified employment in a partnering school district as the teacher of record in a setting appropriate to the internship credential authorization; and consent of Intern Coordinator. Quarter Prerequisite: Full/Clear Classification in the Education Specialist Intern Credential in Mild/Moderate Disabilities and consent of Intern Coordinator

Supervised full-time teaching on an Education Specialist Internship credential in a special education public school setting designated by the Mild/Moderate credential (2009/2014 Standards) OR Mild to Moderate Support Needs credential (2018 Standards) authorization. Must be repeated with a grade of Credit during each semester of the Internship program until completion of credential objective (minimum 4 semesters). May be repeated four times for 24 units. Formerly ESPE 622A.

ESPE 6623. Supervised Intern Teaching in Special Education: Extensive Support Needs. Units: 6

Semester Prerequisite: Full/Clear Classification in the the Special Education program. Candidate must hold a valid Education Specialist Internship Credential with an authorization in Moderate to Severe Disabilities (2009/2014 Standards) OR Extensive Support Needs (2018 Standards); verified employment in a partnering school district as the teacher of record in a setting appropriate to the internship credential authorization; and consent of Intern Coordinator. Quarter Prerequisite: Full/Clear Classification in the Education Specialist Intern Credential in Moderate/Severe Disabilities and consent of Intern Coordinator

Supervised full-time teaching on an Education Specialist Internship credential in a special education public school setting designated by the Moderate/Severe credential (2009/2014 Standards) OR Extensive Support Needs credential (2018 Standards) authorization. Must be repeated with a grade of Credit during each semester of the Internship program until completion of credential objective (minimum 4 semesters). May be repeated four times for 24 units. Formerly ESPE 622B.

ESPE 6624. Supervised Intern Teaching in Special Education: Early Childhood Special Education. Units: 6

Semester Prerequisite: Full/Clear Classification Education Specialist Intern Credential in Early Childhood Special Education and consent of Intern Coordinator. Quarter Prerequisite: Full/Clear Classification in Education Specialist Intern Credential in Early Childhood Special Education and consent of Intern Coordinator

Full-time teaching on an Education Specialist Internship credential in a special education public school setting designated by the Early Childhood credential authorization. Must be repeated with a grade of Credit during each semester of the Internship program until completion of credential objective (minimum 4 semesters). May be repeated four times for 24 units. Formerly ESPE 622C.

ESPE 6631. Assessment for Planning and Instruction. Units: 3

Semester Prerequisite: ESPE 5530, ESPE 5531, and admission to the Special Education Program. Quarter Prerequisite: ESPE 530, ESPE 531, and admission to the Special Education Program

Valid and reliable assessment practices and data analysis to inform evidence-based decisions regarding special education eligibility, program planning, progress monitoring, and learning outcomes for diverse learners. Formerly ESPE 6611.

ESPE 6632. Supportive Learning Environments. Units: 3

Semester Prerequisite: ESPE 5530, ESPE 5531, and admission to the Special Education Program. Quarter Prerequisite: ESPE 530, ESPE 531, and admission to the Special Education Program

Establish, maintain, and monitor positive behavioral and environmental supports in diverse educational settings. Includes system-level support practices. Practicum in approved settings required. Formerly ESPE 6612; ESPE 612.

ESPE 6633. Methods to Support Inclusive Learning. Units: 3

Semester Prerequisite: ESPE 5530, ESPE 5531, and admission to the Special Education program

Semester Corequisite: ESPE 6634

In the context of the California school structure, application and synthesis of teaching methods including universal design for learning (UDL) and integrating unique linguistic features and needs of English language (EL) learners with disabilities across subject matter including core subjects as well as visual and performing arts. Technology for teaching and learning including assistive technology to support student access to learning in inclusive settings. Students will be introduced to coordinating and collaborating with other professionals and paraprofessionals in inclusive educational settings. Concurrent enrollment is required in ESPE 6634.

ESPE 6634. Practicum: Methods to Support Inclusive Learning. Unit: 1

Semester Prerequisite: ESPE 5530, ESPE 5531, and admission to the Special Education Program

Semester Corequisite: Must be co-enrolled in ESPE 6633 or have successfully completed ESPE 6633 or equivalent with consent of program coordinator

Activities related to evidence-based practices in teaching students in inclusive educational settings for TK/Preschool-12 students with and without disabilities.

ESPE 6635. Seminar in Literacy Learning for K-12 Students with Special Needs. Units: 3

Semester Prerequisite: ESPE 5530, ESPE 5531, ESPE 5532 (formerly ESPE 5514), ESPE 6631(formerly ESPE 6611), and admission to the Special Education program. Quarter Prerequisite: ESPE 530, ESPE 531, ESPE 611, and admission to the Special Education program

Semester Corequisite: ESPE 6636 (Formerly ESPE 6614)

Differentiated teaching methods and specialized assessment in literacy learning for students with special needs, including English learners. Must be taken concurrently with ESPE 6636 (formerly 6614). Formerly ESPE 6613; ESPE 613.

ESPE 6636. Practicum: Seminar in Literacy Learning for K-12 Students with Special Needs. Unit: 1

Semester Prerequisite: ESPE 5530, ESPE 5531, ESPE 5532 (formerly ESPE 5514), ESPE 6631 (formerly ESPE 6611), and admission to the Special Education program

Semester Corequisite: ESPE 6635 (formerly ESPE 6613) or have successfully completed ESPE 6635 (formerly ESPE 6613) or equivalent with consent of program coordinator

Activities related to evidence-based practices in literacy instruction for students in grades kindergarten through 12 with disabilities. Formerly ESPE 6614.

ESPE 6637. Seminar on Language and Literacy in Early Childhood Special Education. Units: 3

Semester Prerequisite: ESPE 5530, ESPE 5531, and fully classified in the Education Specialist credential program in Early Childhood. Quarter Prerequisite: ESPE 530, ESPE 531, and full admission to the Special Education program

Semester Corequisite: ESPE 6638 (formerly ESPE 6616)

An intensive study of early language and literacy skills including English language development, assessment, instruction, and curriculum guidelines as related to infants, toddlers, preschool, and kindergarten children with special needs. Formerly ESPE 6615; ESPE 615.

ESPE 6638. Practicum: Seminar on Language and Literacy in Early Childhood Education. Unit: 1

Semester Prerequisite: ESPE 5530, ESPE 5531, ESPE 6631 (formerly ESPE 6611), ESPE 6632 (formerly ESPE 6612), and admission to the Special Education program

Semester Corequisite: ESPE 6637 (formerly ESPE 6615) or have successfully completed ESPE 6637 (formerly ESPE 6615) or equivalent with consent of program coordinator

Activities related to evidence-based practices for language and literacy instruction in early childhood special education. Formerly ESPE 6616.

ESPE 6639. Collaboration and Consultation in Special Education. Units: 3

Semester Prerequisite: ESPE 5530, ESPE 5531, ESPE 6631 (formerly ESPE 6611), ESPE 6632 (formerly ESPE 6612), and admission to the Special Education program. Quarter Prerequisite: ESPE 530, ESPE 531, ESPE 611, 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 agency personnel. The role of the education specialist as a teacher leader will be addressed. Formerly ESPE 6625; ESPE 625.

ESPE 6642. Methods for Students with Mild to Moderate Support Needs I. Units: 3

Semester Prerequisite: ESPE 5532 (formerly ESPE5514), ESPE 6631 (formerly ESPE6611), ESPE6632 (formerly ESPE6612), ESPE6633, and ESPE6635 (formerly ESPE6613)

Responsive, explicit, and systematic teaching and behavioral practices to collaboratively provide optimal learning opportunities for students with mild and moderate support needs to develop essential 21st-century skills. Formerly ESPE 642.

ESPE 6643. Methods for Students with Mild to Moderate Support Needs II. Units: 3

Semester Prerequisite: ESPE 6642. Quarter Prerequisite: ESPE 642

The development of the knowledge and skills to promote social and emotional well-being of students with mild and moderate support needs and to empower students and families for a successful transition to post-secondary education, career, independent living, and community participation. Formerly ESPE 643.

ESPE 6662. Methods for Students with Extensive Support Needs I. Units: 3

Semester Prerequisite: ESPE 5532, ESPE 6631, ESPE 6632, ESPE 6633, ESPE 6635. Quarter Prerequisite: ESPE 610 and 611

Person-centered planning, strength-based, and ecological assessment to develop IEP and ITP; evidence-based instructional supports for students with ESN; address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities; environments that support communication and social interactions. Formerly 662.

ESPE 6663. Methods for Students with Extensive Support Needs II. Units: 3

Semester Prerequisite: ESPE 5532, ESPE 6631, ESPE 6632, ESPE 6633, ESPE 6635, ESPE 6662. Quarter Prerequisite: ESPE 662

Transition planning and implementation for students with ESN; use of assistive technology and AAC to facilitate communication, curriculum access, and skills development; supporting mobility, sensory and/or specialized health care needs; community-based instructional environments; collaboration with other service providers. Formerly ESPE 663.

ESPE 6665. Seminar in Special Education. Units: 3

Semester Prerequisite: Classified admission and advanced to candidacy in the M.S. in Special Education program for candidates who have declared the Comprehensive Exam option. Quarter Prerequisite: Classified admission and advanced to candidacy in the MS Special Education program for candidates who have declared the Comprehensive Exam option

Advanced seminar designed to review current issues and empirical research findings relating to the education of students with disabilities in preparation for the Comprehensive Exam in special education. Review of information regarding assessment, development and delivery of quality instruction, and providing appropriate support for use in regular and special education settings.

ESPE 6672. Birth to Age Three Methods in Early Childhood Special Education. Units: 3

Semester Prerequisite: ESPE 6610, ESPE 6611, ESPE 6612, and full classification the Early Childhood Special Education credential and/or Master of Science in Special Education program. Quarter Prerequisite: ESPE 610, ESPE 611, ESPE 612, and admission to the Special Education program

Contemporary theoretical, philosophical, legal, and empirical influences in Early Intervention. Screening, assessment, intervention and instructional strategies that are responsive to the individual needs of families who have children between birth and age three with disabilities (including children at risk and with low incidence disabilities). Special consideration of the assessment of parent priorities and resources, models of service delivery, collaboration, and supportive learning environments. Requires 45 hours of practice in early intervention settings.

ESPE 6673. Preschool through Kindergarten Methods in Early Childhood Special Education. Units: 3

Semester Prerequisite: ESPE 6610, ESPE 6611, ESPE 6612, and full classification the Early Childhood Special Education credential and/or Master of Science in Special Education program. Quarter Prerequisite: ESPE 610, ESPE 611, ESPE 612, and admission to the Special Education program

Assessment, intervention and instructional strategies that are responsive to the individual needs of students in preschool through kindergarten with disabilities (including children with low incidence disabilities). Special consideration of models of service delivery, collaboration, and supportive learning environments.

ESPE 6953. Advanced Independent Study Topics in Special Education. Units: 3

Prerequisites: Minimum grade point average of "B"

Special topics involving the application of special education procedures. Consent of instructor and college approval of a written proposal of a project submitted on a standard application, and filed in advance of the term in which the course is to be taken. May be taken two times for six units.

ESPE 6960. Master of Science in Special Education Project. Units: 3

Semester Prerequisite: Advancement to candidacy and consent of the Special Education Graduate Program Coordinator. Quarter Prerequisite: Advancement to candidacy and consent of the Special Education Graduate Program Coordinator

Independent graduate research conducted under the guidance of the major advisor and resulting in a written project. Formerly ESPE 600.

ESPE 6980. Comprehensive Examination. Units: 0

Semester Prerequisite: Advancement to candidacy, approval of the department, completion of coursework in the MS in Special Education program, and in good academic standing. Quarter Prerequisite: Advancement to candidacy, approval of the department, completion of coursework in the MS in Special Education program, and in good academic standing

Semester Corequisite: Concurrent enrollment in ESPE 6665

An assessment of teacher candidates' ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. Graded credit/no credit.

ESPE 7906. Leadership in Program Development for Students with Disabilities. Units: 3

Semester Prerequisite: Admission into EdD program. Quarter Prerequisite: Admission into EdD program

Leadership and administration of programs for students with disabilities, including the review of legislative authority and state and federal regulations. Emphasis will be placed on accessibility and inclusive practices.