

# Education-Special Education (ESPE)

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## 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.