



## education — special education, rehabilitation, and school psychology

master of arts: school psychology, special education • master of science: vocational rehabilitation • specialist credential programs • american sign language certificate • early childhood special education certificate • american sign language/deaf studies minor • education minor • vocational education bachelor's degree

### Program Description

The Department of Special Education, Rehabilitation, and School Psychology (EDS) offers professional programs in the areas of American Sign Language/Deaf Studies, School Psychology, Special Education, Vocational Education, and Vocational Rehabilitation Counseling. Undergraduate programs include American Sign Language/Deaf Studies, a Certificate in American Sign Language, and a Bachelor's Degree in Vocational/Technical/Workforce Development Education. Graduate professional programs lead to an early childhood special education certificate, and early childhood special education specialist credential, specialist credentials for teachers of K-12 pupils with mild/moderate/severe disabilities which can be combined with the multiple subjects credential, and to the Pupil Personnel Services Credential, School Psychology Endorsement. Graduate degree programs include a Master of Arts in Education (Special Education and School Psychology) and a Master of Science in Counseling (Vocational Rehabilitation).

### Specializations

- **Credentials:**
  - Education Specialist: Early Childhood Special Education (ECSE) - Levels I and II
  - Education Specialist: Mild/Moderate (M/M) - Levels I and II
  - Education Specialist: Moderate/Severe (M/S) - Levels I and II
  - Multiple Subject and Education Specialist: (M/M and/or M/S) - Level I (Level II for Education Specialist only)
- Pupil Personnel Services Credential: School Psychology Endorsement
- **Minors:**
  - American Sign Language/Deaf Studies Education

### Faculty

Maurine Ballard-Rosa, Stephen Brock, EunMi Cho, Catherine Christo, Leslie Cooley, Steven Daley, Guy Deaner, Elva Durán, Paula Gardner, Kathleen Gee, Jean Gonsier-Gerdin, Rachael Gonzáles, Donald Grushkin, Patricia Kearly, Richard Koch, Michael John Lewis, Bruce Ostertag, David Raske, William Vicars

### Contact Information

Bruce Ostertag, *Department Chair* • Marilyn Ferguson, *Administrative Support Coordinator* • Eureka Hall 316 • (916) 278-6622; FAX: (916) 278-3498 • [edweb.csus.edu/departments/eds](http://edweb.csus.edu/departments/eds)

- **Certificates:**
  - Advanced Study in American Sign Language
  - Early Childhood Special Education
- MA in Education: School Psychology
- MA in Education: Special Education
- MS in Counseling: Vocational Rehabilitation

**Note:** A Bachelor's in Vocational Education is offered through the College of Continuing Education (CCE), (916) 278-4930. See Vocational/Technical Education and Workforce Development section of this catalog. Also, a Program in Adult Learning Disabilities is offered through CCE.

### Special Features

- The Department of Special Education, Rehabilitation, and School Psychology serves students in other programs at the University, and individuals in the community at large, through several course sequences such as those offered to students seeking regular teaching credentials, or degrees in speech pathology or nursing.
- Field-based programs also provide opportunities for students and community members to develop skills in working with individuals who have exceptional needs.
- Since 1986, the Department has sponsored the Young Adult Program, California's first integrated class for young adults with severe disabilities on a university campus. The program, located in Foley Hall, consists of students, age 18-22, who are being provided a special education by the Sacramento County Office of Education and by the Sacramento City Unified School District. The program utilizes volunteers and student interns from across campus.

**Note:** Any student enrolled in any program in EDS who has been found by due process to either cheat or plagiarize will be immediately referred to the Judicial Office of the Vice President for Student Affairs.

### Requirements • Minor – American Sign Language/Deaf Studies

Units required: 23

American Sign Language/Deaf Studies takes an interdisciplinary approach to the study of deaf and hard-of-hearing people in American and world society. The program promotes the understanding of deaf people as a linguistic and cultural group and encourages students to analyze existing stereotypes and policies relating to deaf and hard-of-hearing people in order to work both within their own communities and others in affecting change for the betterment of the deaf and hard-of-hearing community.

With an ASL/Deaf Studies Minor, students may obtain entry-level jobs in settings working with the deaf such as

residential supervisor, classroom aide, vocational trainer, and much more. Students may also combine an ASL/Deaf Studies minor with a related Major field of study such as Education, Counseling, Audiology and Speech Therapy for a more well-rounded grounding in the issues relating to the deaf and hard-of-hearing in their field. Students in fields which are not specifically deaf-related such as nursing, law, computer engineering, and many more may also experience an edge in gaining employment, whether in deaf-related settings or not, with a minor in ASL/Deaf Studies compared to those without similar course work or experience. Further, students having completed the ASL/Deaf Studies Minor may be able to waive similar course work at other universities with specialized fields of study relating to deafness that may not be offered in the Sacramento region.

To qualify for the ASL/Deaf Studies Minor, students must complete the following courses (23 units):

- (3) EDS 151 American Sign Language 1
- (3) EDS 152 American Sign Language 2 (EDS 151 or equivalent)
- (4) EDS 153 American Sign Language 3 (EDS 152 or equivalent)
- (4) EDS 154 American Sign Language 4 (EDS 153 or equivalent)
- (3) EDS 160 Introduction to Deaf Studies
- (3) EDS 161 Deaf History and Education (EDS 160 or equivalent)
- (3) EDS 162 Deaf Culture and Community (EDS 160 or equivalent)

## Requirements • Certificate – American Sign Language

The purpose of the Certificate Program is to recognize those students from across campus who complete a series of four courses in American Sign Language (Beginning to Advanced). Students currently may use ASL courses to meet the Foreign Language graduation requirement as well as the Cross-cultural Language and Academic Development (CLAD) emphasis language requirement. The Certificate is a further recognition of acquired skills and awareness of the culture of people who are deaf.

A Certificate in ASL may be of assistance to students as they compete for employment. Their acquired skills in ASL will help them to be more competitive for jobs. As employers strive for diversity in the workplace, students who complete the Certificate will be poised to communicate with colleagues who may be deaf or serve customers and clients who are deaf.

To qualify for the Certificate through Sacramento State, the following requirements must be met: Completion of the course work listed below or the equivalent courses taken at another approved institution (a minimum of 8 units must be taken at Sacramento State):

### Units Required 14-18

- (3) EDS 151 American Sign Language 1
- (3) EDS 152 American Sign Language 2 (EDS 151 or equivalent)
- (4) EDS 153 American Sign Language 3 (EDS 152 or equivalent)

- (4) EDS 154 American Sign Language 4 (EDS 153 or equivalent)
- Minimum grade of “C” or better in all courses taken
- Minimum rating of 2+ on American Sign Language Proficiency Interview upon completion of EDS 154 (contact Program Coordinator for appointment) **OR**
- (4) EDS 155 ASL 5: Narrative and Storytelling with a grade of “C” or better.

## School Psychology

### Requirements • Master of Arts Degree in Education – School Psychology

#### Admission Requirements

Admission as a classified graduate student in the Master of Arts in Education, School Psychology option, requires:

- a baccalaureate degree;
  - a minimum 3.0 grade point average (if GPA is below 3.0, student may be accepted conditionally);
  - successfully meeting the University English Writing Proficiency requirements;
  - evidence of registration for or CBEST passing score; and
  - the following courses:
    - (3) EDS 100A / B Exceptional Children and Youth/Lab
    - (3) EDS 140 Introductory Behavioral Studies
    - (3) EDC 170 Introduction to Counseling
    - (4) EDC 171 Power, Privilege and Self Identity in Counseling
    - (2) EDTE 103A Tutoring Children in Reading (Corequisite: EDTE 103B) **AND**
    - (1) EDTE 103B Tutoring Children in Reading Practicum (Corequisite: EDTE 103A) **OR**
- One year of experience as a teacher or two years of experience as a teacher’s aide.
- (3) PSYC 117 Drugs and Behavior
  - (3) PSYC 168 Abnormal Psychology (PSYCH 005)

In addition, candidates concurrently pursuing the Pupil Personnel Services Credential, School Psychology Endorsement, must pass the CBEST.

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response to the student’s admission application.

#### Admission Procedures

All applicants wishing to pursue graduate study in School Psychology must first contact an advisor in this program. School Psychology applicants must submit a **completed** application (see below) by March 1st for admission to the program. All students are screened during the spring semester for fall admission only. All students must file the following to the Sacramento State Office of Graduate Studies, River Front Center 206, (916) 278-6470:

- an online application for admission; and
- one set of official transcripts from all colleges and universities attended, *other than Sacramento State*.

At the same time, each applicant must forward the following to the Department of Special Education, Rehabilitation, and School Psychology:

- the program's application, available in Eureka Hall 316;
- three letters of reference (forms attached to application);
- one set of transcripts
- evidence of experience in public schools; and
- evidence of strong communication skills.

### **School Psychology Option**

The Master of Arts in Education (School Psychology) offers trainees the opportunity to gain skills in working with students, teachers, and parents in the school setting. Graduates of this degree who also complete practicum and fieldwork requirements are eligible for the Pupil Personnel Services Credential, School Psychology Endorsement, offered by the California Commission on Teacher Credentialing (CCTC). Possession of the MA in Education (School Psychology) and the Pupil Personnel Services Credential, School Psychology Endorsement prepares an individual to meet the academic requirements for the Licensed Educational Psychologist license administered by the Board of Behavioral Science Examiners, Department of Consumer Affairs.

The program includes training in counseling techniques, the use of individual academic and psychological assessment tools, the introduction of behavioral interventions in the school and the home, consultation skills, techniques of program development and evaluation, special education law, and instructional strategies.

Unique strengths of the program include supervised training in a clinic setting, early field experience in schools, a one-year field placement in the public schools, and instruction by faculty who hold school psychology credentials.

The program also offers a CCTC approved internship in school psychology. Interns are jointly selected by program faculty and employing districts. Students are not eligible for the CCTC internship option until they are ready to register for EDS 441, usually in the fifth semester of the program. A minimum 1200-hour internship, completed in not more than four semesters, is required and must be approved by their advisor.

### **Degree Requirements**

The Master of Arts in Education (School Psychology) requires completion of 51-54 units of course work with a minimum 3.0 GPA. A minimum of 21 of these units must be taken in residence at Sacramento State. Use of extension courses must be approved by the advisor. Enrollment in Special Problems will only be granted under exceptional circumstances. An outline of degree requirements follows:

**Courses in parenthesis are prerequisites.**

#### **A. Counseling Core (12 units)**

- (3) EDS 231 Group Process in School Psychology
- (3) EDS 248 Human Development and Learning
- (3) EDS 250 Education Research (Graduate Status)
- (3) EDC 210 Multicultural/Ethnic Counseling (EDC 171)

#### **B. School Psychology Core (36 units)**

- (3) EDS 201 Legal Aspects of Special Education
- (3) EDS 240 Functional Assessment of Behavior (Instructor permission)
- (3) EDS 241 Counseling and Psychotherapy for School Psychologists (Corequisite: EDS 440)
- (3) EDS 242A Cognitive Assessment (Corequisite: EDS 242B)
- (3) EDS 244 Social, Emotional and Behavioral Assessment (EDS 242A and EDS 242B; Corequisite: EDS 243)
- (3) EDS 245 Psychology in the Schools (Must be admitted to School Psychology Program)
- (3) EDS 246A Preventive Academic Interventions (instructor permission)
- (3) EDS 246B Preventive Mental Health Interventions (instructor permission)
- (3) EDS 247 Assessment of Special Needs
- (3) EDS 440 Practicum in Individual Counseling/ School Psychology (Approval as a candidate in School Psychology program, approval of advisor, and Department petition)
- (3) EDS Elective from list of electives
- (3) EDTE Elective from list of electives

#### **C. Culminating Experience (3-6 units)**

- (3) EDS 249 Special Seminar: School Psychology
- (4-6) EDS 540 Master's Thesis: Education/School Psychology (Plan A)
- (4-6) EDS 541 Master's Project: Education/School Psychology (Plan B)

Thesis/Project/MA Seminar (EDS 540 / EDS 541 / EDS 249) courses require the students to file and have approved a Reservation Form for that course the semester before intended registration. Registration for Special Problems (EDS 199 / EDS 299) requires a Special Problems petition be filed the semester before intended registration. Enrollment in the culminating experience (Thesis/Project/MA Seminar) may occur only after advancement to candidacy.

Please be aware that this Department requires the guidelines in the *American Psychological Association* (APA), most current edition, for formatting of projects/theses. The Office of Graduate Studies, River Front Center 206, (916) 278-6470, also publishes a two-sided form, Thesis/Project Format Requirements, to refer to for the preparation and submission of the Master's Thesis or Project. You can find this form and other Graduate Studies forms on the web at [www.csus.edu/gradstudies/forms.htm](http://www.csus.edu/gradstudies/forms.htm).

Prior to graduation, an application for graduation must be filed in the Office of Graduate Studies by the deadline date included in the online *Schedule of Classes*. In addition, all course work leading to this Master's degree must be completed within a seven-year period.

### **Credential Requirements**

The Pupil Personnel Services Credential, School Psychology Endorsement, requires the program outlined for the MA in Education (School Psychology), plus the following:

- (4) EDS 242B Cognitive Assessment Lab (Corequisite: EDS 242A)
- (6) EDS 243 Assessment Practicum
- (1-10)EDS 439 Early Fieldwork in School Psychology

- (3-15)EDS 441 Internship in School Psychology (Approval as a candidate in the School Psychology program, completion of courses required for the School Psychology Internship credential, approval of advisor, and Department petition)

If students are to graduate under the provision of this catalog, they must maintain continuous enrollment from the date of classification to the date of graduation. Students who are planning to be absent for more than one semester must file a Leave of Absence request and have it approved prior to the absence.

## Special Education

### Requirements • Minor – Education

The Special Education, Rehabilitation and School Psychology Department offers courses for the Education Minor. This course work emphasizes ability/disability studies consisting of 12 units or more of upper division special education courses. Courses in the minor offer students the opportunity to explore the issues of ability/disability and their relationship to education. Students develop a coherent introductory course of study in special education with a Special Education (EDS) Advisor and approval from the EDS Chair. Please check with the Department for more specific information.

### Credentials – Education Specialist

**Note:** All students in the special education program, credential and Master's, must meet with an advisor before or during the first semester of enrollment for program advisement. Those who do not may be administratively considered for disenrollment.

Programs offered lead to Certificates of Eligibility/Preliminary for basic teaching credentials in four specialties:

- Education Specialist: Early Childhood Special Education (ECSE) - Levels I and II
- Education Specialist: Moderate/Severe Disabilities - Level I
- Education Specialist: Mild/Moderate Disabilities Specialist (M/M) - Levels I and II
- Education Specialist: Moderate/Severe Disabilities Specialist (M/S) - Levels I and II

University and California Commission on Teacher Credentialing (CCTC)-approved program options allow candidates to pursue the M/M or M/S specialty concurrently with the Multiple Subject Credential. Another approved program allows candidates to add an ECSE Certificate to existing M/M, M/S or other California Level II Special Education Specialist credentials. For additional information regarding the ECSE Certificate, please contact the ECSE Coordinator or Department Office.

As required by CCTC, all special education credential programs reflect two levels of training:

- **Level I** programs prepare candidates as beginning teachers for children and youth with disabilities who receive services in a variety of settings; Sacramento State specialist credential programs emphasize services in inclusive settings. Level I programs all have internship options as described below. The Level I M/M and M/S

credentials prepare candidates to work in a variety of settings with and on behalf of children and youth with disabilities from kindergarten through grade 12. Candidates interested in working with infants and young children with disabilities—and with their families—should pursue the Level I ECSE credential.

- **Level II** programs are designed to induct beginning special education teachers into the profession through on-the-job support, professional development, and additional university training.

Sacramento State also offers a program for those who hold Ryan and pre-Ryan specialist credentials (e. g., LH or SH) leading to the Clear Resource Specialist Certificate of Competence.

All credential programs undergo continual review and change; current requirements are available from the EDS Department office. All candidates are required to seek advisement regarding credential course work and must complete a program advisement plan. Candidates may take prerequisites and up to six units with permission without screening for admission; candidates who continue without advisement and/or admission may be disenrolled.

#### *Admission Procedures*

Admission to all Level I Specialist Programs is coordinated by the Teacher Preparation and Credentials office (Eureka Hall 216). With the exception of the ECSE Credential, admission requirements for Level I Specialist Programs are the same as for other basic teaching credentials at Sacramento State. Those requirements are described within this catalog under the Department of Teacher Education. Candidates interested in the Level I Specialist Programs are urged to seek early advising from special education faculty.

Admission to the Level II Specialist Programs and the Resource Specialist Program is coordinated by the EDS Department office. Level II and Resource candidates must contact the EDS Department office for advising referral. Admission requirements for Level II Programs and the Resource Specialist Program will be outlined in conjunction with their program descriptions below.

#### *Special Education Internships*

Level I Specialist programs at Sacramento State have been approved by CCTC as internship programs. Candidates who have cleared all admission requirements for the credential and who have received the recommendation of the faculty as well as an employer with a written internship agreement with EDS may work under an Internship Credential while completing Sacramento State credential requirements.

**Note:** Special Education Programs are in the process of revision. Please see Department office for current program requirements.

## Requirements • Education Specialist: ECSE Specialist Credential – Level I

### Prerequisites required:

- 30 hours documented field experience with young children (birth to 5 years)
- Course work in child development or related field approved by ECSE Coordinator
- (3) CHDV 030, Human Development

### Requirements:

- |         |              |  |
|---------|--------------|--|
| (3)     | EDS 119      | Introduction to Inclusive Education  |
| (3)     | EDS 130A / B | Typical and Atypical Developmental Characteristics and Outcomes for Young Children with Disabilities / Lab (CHDV 030 or approved equivalent)   |
| (3)     | EDS 131A / B | Introduction to Family Centered Service Delivery in Early Childhood Special Education / Lab (EDS 130A and EDS 130B or its equivalent)  |
| (3)     | EDS 210A / B | Assessment and Evaluation of ESCE/Lab  |
| (3)     | EDS 211A / B | Curriculum, Intervention Strategies, and Environments in ECSE I: Infancy / Lab (EDS 130A /EDS 130B, EDS 131A / EDS 131B, and EDS 210A /EDS 210B or their equivalents; may be concurrently enrolled)                        |
| (3)     | EDS 212A / B | Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool / Lab (EDS 130A /EDS 130B, EDS 131A / EDS 131B, EDS 210A /EDS 210B, and EDS 211A /EDS 211B or their equivalents; may be concurrently enrolled) |
| (3)     | EDS 215A / B | School and Community: Systems of Service / Lab   |
| (3)     | EDS 216A / B | Movement, Mobility, Sensory, and Specialized Health Care/Lab   |
| (3)     | EDS 220      | Language and Literacy in General and Special Education I (Admission to any Special Education Credential or Master's Programs at Sacramento State)  |
| (1)     | EDS 234      | Directed Field Experience: Early Childhood Special Education (Corequisites: EDS 474 and EDS 475 or EDS 476 and EDS 477)  |
| (10-20) | EDS 474      | Directed Field Experience: Infants with Special Educational Needs (Corequisite: EDS 234) <b>AND</b>  |
|         | EDS 475      | Directed Field Experiences: Preschoolers with Special Educational Needs (Corequisite: EDS 234) <b>OR</b>   |
|         | EDS 476      | Internship: Infants with Special Educational Needs (Corequisite: EDS 234) <b>AND</b>   |
|         | EDS 477      | Internship: Preschoolers with Special Educational Needs (Corequisite: EDS 234)   |

**Note:** Course/Experience equivalencies may be granted by assigned EDS advisor as warranted.

## Requirements • Multiple Subject (MS) and Education Specialist: M/M and/or M/S Credentials

Units required: 78-84

### Required Prerequisites (11 units)

- |     |              |  |
|-----|--------------|--|
| (3) | EDS 100A / B | Education of Exceptional Children/ Youth-Lab   |
| (3) | EDS 101      | Consultation Skills in Inclusive and Supportive Educational Environments   |
| (3) | EDS 130A / B | Typical and Atypical Developmental Characteristics and Outcomes for Young Children With Disabilities (CHDV 030 or approved equivalent) |
| (2) | HLSC 136     | School Health Education  |

### Level I - (67-73 units)

- |       |              |  |
|-------|--------------|--|
| (3)   | EDS 119      | Introduction to Inclusive Education  |
| (3)   | EDS 120A / B | Management of Teaching and Learning/ Lab   |
| (3)   | EDS 122A / B | Social Science: Teaching and Learning in Inclusive Environments/Lab  |
| (3)   | EDS 123A / B | Mathematics: Teaching and Learning in Inclusive Environments/Lab   |
| (3)   | EDS 124A / B | Science: Teaching and Learning in Inclusive Environments/Lab   |
| (3)   | EDS 216A / B | Movement, Mobility, Sensory, and Specialized Health Care   |
| (3)   | EDS 220      | Language and Literacy in General and Special Education: Part I   |
| (3)   | EDS 221      | Language and Literacy in General and Special Education: Part II (EDS 220)  |
| (3)   | EDS 225A / B | Assessment of Learning and Teaching Across the Educational Continuum/Lab   |
| (1)   | EDS 232      | Initial Student Teaching Seminar: Mild/Moderate (Corequisite: EDS 471)   |
| (1)   | EDS 233      | Final Student Teaching Seminar: Mild/Moderate (EDS 232; Corequisite: EDS 472, EDS 473)   |
| (3)   | EDS 291A / B | Technology in Special Education/Lab (Admittance to Special Education Program or instructor permission)   |
| (3)   | EDS 292      | Teaching English Learners in Inclusive Classrooms (Admittance to Special Education program or instructor permission and EDBM 170 (if obtaining a Multiple Subject Teaching Credential) |
| (3)   | EDBM 170     | Bilingual Education: Introduction to Educating English Learners  |
| (1)   | EDTE 307     | Seminar in Problems of Teaching, A (Corequisite: EDTE 420B)  |
| (1)   | EDTE 317     | Visual and Performing Arts Methods for the Diverse K-8 Classroom   |
| (4-5) | EDTE 420A    | Student Teaching; Multiple Subject Credential <b>OR</b>  |
|       | EDS 411      | Initial Student Teaching: Moderate/ Severe <b>OR</b>   |
|       | EDS 471      | Initial Student Teaching: Mild/Moderate (EDS 232)  |
| (10)  | EDTE 420B    | Student Teaching - Multiple Subject Credential (Admission to Teacher Preparation Program)  |
| (3)   | EDS 273      | Instructional Strategies, Adaptations, and Transitions for Students with Mild/Moderate Disabilities (Corequisite: To be  |

- taken with final student teaching experience in special education or general education)
  - (10-15) EDS 412 Student Teaching: Moderate/Severe OR
  - EDS 421 Student Internship: Moderate/Severe
  - EDS 472 Student Teaching: Mild/Moderate (Corequisite: EDS 233) OR
  - EDS 473 Student Internship: Mild/Moderate
- Course/Experience equivalencies may be granted by assigned EDS advisor as warranted

**Note:** To obtain clear multiple subject credential the following course work is required by the end of Level II:

- BTSA workshops/experiences determined by employer
- (3) EDTE 232 Educational Applications of Computers (EDTE 330, EDS 291A/B; or equivalent)

**Requirements • Education Specialist: Moderate/Severe Disabilities Credential – Level I (No Other Credential Held)**

Units required: 67

**Required Prerequisites (11 units)**

- (3) EDS 100A / B Education of Exceptional Children/ Youth-Lab
- (3) EDS 119 Introduction to Inclusive Education
- (3) EDS 130A / B Typical and Atypical Developmental Characteristics and Outcomes for Young Children With Disabilities (CHDV 030 or approved equivalent)
- (2) HLSC 136 School Health Education

**Level I (56)**

- (3) EDS 205 Inclusive Elementary Education: Moderate/Severe Disabilities (Corequisite EDS 235)
- (3) EDS 206 Collaborative Program Planning with Families, Professionals, and Communities
- (3) EDS 207 Secondary/Post-Secondary Methods and Transition Planning: Moderate/Severe Disabilities (EDS 205, 206, 413 or advisor approval)
- (3) EDS 208 Assessment Design and Systematic Instruction: Moderate/Severe Disabilities (EDS 205, 206, 220, 235, equivalents or advisor approval; Corequisite 413)
- (3) EDS 209 Developing Augmentative and Alternative Communication Systems: Assessment and Intervention (EDS 205, 206, 208, 216A/B, 220, 235, 291A/B, 413, equivalents or advisor approval; Corequisite: EDS 414 or advisor approval)
- (3) EDS 216A / B Movement, Mobility, Sensory, and Specialized Health Care/Lab
- (3) EDS 217 Positive Behavioral Support: Effective Individual, Class-wide, and School-wide Applications (Moderate/Severe Disabilities) (EDS 205, 206, 207, 208, 216A/B, 220, 235, 291A/B, 413, equivalents or advisor approval; Corequisite EDS 414 or advisor approval)
- (3) EDS 218 Advanced Instructional Design for Students with Moderate/Severe Disabilities (EDS 205, 206, 107, 108, 109, 216A/B, 217, 220, 221, 235, 219A/B, 413, 414, equivalents or advisor approval; Corequisites: EDS 236, 415 or advisor approval)

- (3) EDS 220 Language and Literacy in General and Special Education: Part I
  - (3) EDS 221 Language and Literacy in General and Special Education: Part II (EDS 220)
  - (1) EDS 235 Initial Seminar: Moderate/Severe Disabilities (Corequisite: EDS 205, 206)
  - (1) EDS 236 Student Teaching Seminar: Moderate/Severe Disabilities (EDS 205, 206, 207, 208, 209, 216A/B 217, 220, 221, 292, 414, or advisor approval; Corequisite: 218, 415 or advisor approval)
  - (3) EDS 291A/B Technology in Special Education/Lab
  - (3) EDS 292 Teaching English Learners in Inclusive Classrooms (Admittance to Special Education program or instructor permission and EDBM 170 (if obtaining a Multiple Subject Teaching Credential))
  - (3) EDS 413 Field Practicum: Moderate/Severe Disabilities (EDS 205, 206, 235 or advisor approval; Corequisite: EDS 208)
  - (5) EDS 414 Student Teaching I: Moderate/Severe Disabilities (EDS 205, 206, 208, 209, 235, 413; Corequisite: EDS 217)
  - (10) EDS 415 Student Teaching II: Moderate/Severe Disabilities (All credential course work must be completed except EDS 218 and 236, or advisor approval; Corequisite 236)
- Course/Experience equivalencies may be granted by assigned EDS advisor as warranted

**Requirements • Education Specialist: Mild/Moderate and/or Moderate/Severe Credentials (Multiple or Single Subject Credential Already Held)**

Units required: 49-54

**Required Prerequisites (11 units)**

- (3) EDS 100A / B Education of Exceptional Children/ Youth-Lab
- (3) EDS 101 Consultation Skills in Inclusive and Supportive Environments
- (3) EDS 130A / B Typical and Atypical Developmental Characteristics and Outcomes for Young Children With Disabilities (CHDV 030 or approved equivalent)
- (2) HLSC 136 School Health Education

**Level I (38 – 43)**

- (3) EDS 119 Introduction to Inclusive Education
- (3) EDS 120A / B Management of Teaching and Learning/Lab
- (3) EDS 216A / B Movement, Mobility, Sensory, and Specialized Health Care
- (3) EDS 220 Language and Literacy in General and Special Education: Part I ^
- (3) EDS 221 Language and Literacy in General and Special Education: Part II ^
- (3) EDS 225A / B Assessment of Learning and Teaching Across the Educational Continuum/Lab
- (1) EDS 233 \*\* Final Student Teaching Seminar: Mild/Moderate (EDS 232; Corequisite: EDS 472 , EDS 473)
- (3) EDS 273 Instructional Strategies, Adaptations, and Transitions for Students with Mild/Moderate Disabilities (Corequisite: To be taken with final student teaching experience in special education or general education)

- (3) EDS 291A / B Technology in Special Education/Lab ?
- (3) EDS 292 Teaching English Learners in Inclusive Classrooms (Admittance to Special Education program or instructor permission and EDBM 170 (if obtaining a Multiple Subject Teaching Credential))
- (5) EDS 411 Initial Student Teaching: Moderate/Severe **OR**
- EDS 471 Initial Student Teaching: Mild/Moderate
- (10-15) EDS 412 Student Teaching: Moderate/Severe **OR**
- EDS 421 Student Internship: Moderate/Severe
- EDS 472 \*\* Student Teaching: Mild/Moderate **OR**
- EDS 473 \*\* Student Internship: Mild/Moderate

^ Not required if MS or SS Credential obtained after F '2000 and RICA passed

? Not required if MS or SS Credential obtained after F '2000 and educational technology course passed

° Not required if MS or SS Credential obtained after F '2000 and CLAD certification obtained

Other equivalencies may be granted by assigned EDS advisor as warranted

\*\* To be taken concurrently with EDS 233

### Additional Requirements • Education Specialist: Mild/Moderate and/or Moderate/Severe Credentials (No Other Credential Held)

Units required: 65-70

#### Required Prerequisites (11 units)

- (3) EDS 100A / B Education of Exceptional Children/ Youth-Lab
- (3) EDS 101 Consultation Skills in Inclusive and Supportive Environments
- (3) EDS 130A / B Typical and Atypical Developmental Characteristics and Outcomes for Young Children With Disabilities (CHDV 030 or approved equivalent)
- (2) HLSC 136 School Health Education

#### Level I

- (3) EDS 119 Introduction to Inclusive Education
- (3) EDS 120A / B Management of Teaching and Learning/ Lab
- (3) EDS 122A / B Social Science: Teaching and Learning in Inclusive Environments/Lab
- (3) EDS 123A / B Mathematics: Teaching and Learning in Inclusive Environments/Lab
- (3) EDS 124A / B Science: Teaching and Learning in Inclusive Environments/Lab
- (3) EDS 216A / B Movement, Mobility, Sensory, and Specialized Health Care
- (3) EDS 220 Language and Literacy in General and Special Education: Part I
- (3) EDS 221 Language and Literacy in General and Special Education: Part II (EDS 220)
- (3) EDS 225A / B Assessment of Learning and Teaching Across the Educational Continuum/Lab
- (1) EDS 232 Initial Student Teaching Seminar: Mild/Moderate (Corequisite: EDS 471)
- (1) EDS 233 Final Student Teaching Seminar: Mild/Moderate (EDS 232; Corequisite: EDS 472, EDS 473 )

- (3) EDS 273 Instructional Strategies, Adaptations, and Transitions for Students with Mild/Moderate Disabilities (Corequisite: To be taken with final student teaching experience in special education or general education)
- (3) EDS 291A / B Technology in Special Education/Lab
- (3) EDS 292 Teaching English Learners in Inclusive Classrooms (Admittance to Special Education program or instructor permission and EDBM 170 (if obtaining a Multiple Subject Teaching Credential))
- (5) EDS 411 \*\* Initial Student Teaching: Moderate/Severe **OR**
- EDS 471 \*\* Initial Student Teaching: Mild/Moderate
- (10-15) EDS 412 \*\* Student Teaching: Moderate/Severe **OR**
- EDS 421 \*\* Student Internship: Moderate/Severe
- EDS 472 \*\* Student Teaching: Mild/Moderate **OR**
- EDS 473 \*\* Student Internship: Mild/Moderate

### Admission to Level II Programs

In order to be eligible for admission to a Level II program, candidates must hold a valid Preliminary Level I Special Education Specialist Credential and must be working with students designated as receiving special education services. According to Title 5 of the California Code of Regulations, holders of Preliminary Level I credentials have 120 days from the beginning of teaching service under that credential to seek out Level II advising at a CCTC-approved institution and to develop an induction plan. The induction plan is a document that is jointly developed and approved by the candidate, the employer, and the university faculty. The plan represents the beginning support for the teacher as well as course work, in-service activities, and mentoring intended to assist the candidate to adjust and grow in his/her new professional role. It is the responsibility of candidates needing Level II advising to notify the EDS Department office of their need for such advising. Admission to the Level II program is administered by the EDS Department office. Recommendation for the Level II credential is based upon successful completion of the induction plan, including prescribed University course work, mentoring and professional development provided by the employer; in addition, candidates must teach a minimum of two years under the Preliminary Level I Credential in order to be eligible for the Level II Credential. All requirements for the Level II Credential must be completed within five years of completion of the Level I Credential program.

#### Required Courses (18 units)

- (3) EDS 252A / B Advanced Teacher Induction Seminar / Lab
- (6) EDS 267A / B Advanced Studies in Special Education-Seminar I / Lab
- (6) EDS 268A / B Advanced Studies in Special Education-Seminar II / Lab
- (3) One elective course (Level II advisor approval required)

## Requirements • Clear Credential Level II–Education Specialist

In order to earn a final recommendation for a California Professional Clear Level II Education Specialist Credential, candidates must meet the following CCTC requirements (where appropriate, Sacramento State courses that meet the CCTC requirements are listed):

- successful completion of the Level II Individualized Induction Plan;
- two years experience in public schools or private schools with equivalent status (verified by employing agency);
- Health Education (HLSC 136); and
- Computer Education (EDS 291A / B, EDTE 330, or EDTE 232).

### Requirements • Certificate of Competence – Clear Resource Specialist

The Resource Specialist Certificate of Competence enables a Resource Specialist to provide special instruction and services for pupils with exceptional needs assigned to regular classrooms for the majority of the school day.

Possession of the Resource Specialist Certificate of Competence entitles the holder to serve as a resource specialist in any school district or public or private agency operating under the provisions of the California Master Plan for Special Education.

The Resource Specialist Certificate is required for those who hold Ryan and pre-Ryan specialist credentials (e.g., LH or SH). Graduates of the current Level I Specialist Credential programs do not need to pursue the separate certificate in order to be employed as resource specialists.

Students interested in obtaining a Resource Specialist Certificate need to obtain an application from the Department office and be notified of acceptance prior to enrolling in EDS 203.

To qualify for certification through Sacramento State, the following requirements must be met:

- possession of a valid Special Education Credential;
- prior completion of three years full time teaching experience, including both regular and special education experience (some student teaching may be included); and
- completion of the course work listed below or the equivalent courses taken at another university with an approved Resource Specialist Certificate program (a minimum of 3 units must be taken at Sacramento State):

- |     |         |  |
|-----|---------|--|
| (3) | EDS 101 | Consultation Skills in Inclusive and Supportive Educational Environments   |
| (3) | EDS 201 | Legal Aspects of Special Education   |
| (3) | EDS 203 | Seminar for Resource Specialists: Management and Delivery of Services (EDS 201, EDS 101, and Special Education Credential) |

**Field experience:** student teaching in special education or equivalent teaching experience (written verification required).

## Requirements • Master of Arts in Education - Special Education

### Admission Requirements

Admission as a classified graduate student in the Master of Arts in Education, Special Education option, requires:

- a bachelor's degree and
- a minimum 3.0 overall GPA

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response to the student's admission application.

### Admission Procedures

Persons interested in special education programs should first contact a faculty advisor in the appropriate area of interest.

All students, including Sacramento State graduates, must file the following with the Sacramento State Office of Graduate Studies, River Front Center 206, (916) 278-6470:

- an online application for admission and
- one set of official transcripts from all colleges and universities attended, *other than Sacramento State*.

At the same time, each applicant must send the following to the Special Education, Rehabilitation, and School Psychology Department in the College of Education:

- written statement of professional goals, approximately 500 words;
- two letters of reference; and
- one set of transcripts, *including Sacramento State* (unofficial OK).

If students are to graduate under the provision of this catalog, they must maintain continuous enrollment from the date of classification to the date of graduation. Students who are planning to be absent for more than one semester must file a Leave of Absence request and have it approved prior to the absence.

### Degree Requirements

The Master of Arts in Education (Special Education) requires completion of 30 units and:

- a 3.0 GPA or higher in all course work;
- 18 units at the 200-level, excluding EDS 298;
- no more than 9 units transferable from another university; and
- no more than six units through Special Problems.

The following are not acceptable for MA credit:

- 300-level courses;
- student teaching courses; and
- extension courses not recognized by the college-of-record issuing degrees.

### Advancement to Candidacy

Students working toward a Master's degree must file an application for Advancement to Candidacy, indicating a proposed program of study. This procedure should begin as soon as the classified graduate student has:

- been assigned an advisor by the Department Chair;
- removed any deficiencies in admission requirements;



- completed at least 12 units in the graduate program with a minimum 3.0 GPA, including course work at the 200-level, and
- passed the Writing Proficiency Examination (WPE) or secured approval for a WPE waiver.

Advancement to Candidacy forms are available in the Department office and the Office of Graduate Studies. The student fills out the form after planning a degree program in consultation with a faculty advisor and approved by the Graduate Coordinator. The completed form is then returned to the Office of Graduate Studies for approval.

Prior to graduation, an application for graduation must be filed in the Office of Graduate Studies by the deadline noted in the online *Schedule of Classes*, and all course work leading to this Master's degree (as well as to special education credentials) must be completed within a seven-year period.

**Courses in parentheses are prerequisites.**

**A. Required Courses (9 units)**

- |     |         |   |
|-----|---------|---|
| (3) | EDS 250 | Education Research (Graduate status)                              |
| (3) | EDS 251 | Education for a Democratic, Pluralistic Society (Graduate status) |
| (3) | EDS 297 | Current Issues in Special Education                               |

**B. Other Course Requirements (15-18 units)**

Courses in special education and supporting fields, approved by a special education advisor.

**C. Culminating Requirements (3-6 units)**

- |       |                              |   |
|-------|------------------------------|---|
| (3-6) | Select one of the following: |   |
|       | EDS 298                      | Master's Seminar in Special Education (EDS 297)     |
|       | EDS 500                      | Master of Arts Thesis: Special Education (EDS 297)  |
|       | EDS 501                      | Master of Arts Project: Special Education (EDS 297) |

Thesis/Project/MA Seminar (EDS 500 / EDS 501 / EDS 298) courses require the student to file and have approved a Reservation Form for that course the semester before intended registration. Registration for EDS 199 / EDS 299, Special Problems, requires a Special Problems petition be filed the semester before intended registration. Enrollment in the culminating experience (Thesis/Project/MA Seminar) may occur only after advancement to candidacy. Students seeking continuous enrollment must have advisor and graduate coordinator's approval.

Students choosing the project/thesis option must enroll for a total of six units, either six units in one semester or three units in each of two consecutive semesters. Students choosing to enroll for six units in one semester who do not complete the thesis or project during the semester of enrollment will receive an "NC" grade. Students choosing to enroll for three units for two consecutive semesters may receive a "Report in Progress" ("RP") grade for the first semester as deemed appropriate by the instructor; these students must complete the thesis or project in the second semester or receive an "NC" grade. Students receiving an "NC" grade for project/thesis must reapply to the Department for permission to reenroll.

The graduate degree program is subject to general university and Departmental requirements. These requirements are explained in the "Graduate Studies" section of the Sacramento State Catalog.

## Vocational Rehabilitation Programs

### Requirements • Master of Science in Counseling – Vocational Rehabilitation

The mission of the program is that every adult person with disabilities should have opportunity to independently function in our society. To this end, the program curriculum is structured to include those didactic and experiential activities which will prepare the graduate to function in a professional manner providing services to enhance maximum daily living, including employment, which is commensurate with the person's abilities and interests.

The Master of Science in Counseling (Vocational Rehabilitation) offers students the opportunity to gain several specialized skills for working with persons with disabilities. This program is accredited by the Council on Rehabilitation Education. Vocational Rehabilitation Counselors work in a wide variety of settings including community agencies, private agencies, enabling centers on college campuses, and state agencies. Their general function is to assist persons with disabilities to overcome deterrents to vocational success by means of counseling, training, and placement in suitable occupational areas.

The program includes training in counseling techniques; the use of medical, psychological, and occupational information; and the impact of disabilities on human behavior. In addition, the skills involved in finding and intake, vocational evaluation, restoration, training, job placement, and follow-up are taught. Independent living, assistive technology and disability rights are topic areas emphasized in the program.

Strengths of the program include outstanding field placements, the availability of specialized training in working with specific populations of persons with disabilities such as the hearing challenged, and individualized programs of study designed to meet the unique capabilities of each student. The faculty, through their extensive experience in the field at local, state, and national levels, and through their relationship with vocational rehabilitation counselors in the field, provide students with a program that will meet their future needs as vocational rehabilitation counselors.

#### Admission Requirements

Admission as a classified graduate student in Vocational Rehabilitation Counseling requires:

- a baccalaureate degree;
- a minimum 3.0 grade point average (if GPA is below 3.0 student may be accepted conditionally); and
- successfully meeting the University English Writing Proficiency requirements.

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response to the student's admission application.

**Prerequisites**

- (3) EDC 170 Introduction to Counseling
- (4) EDC 171 Power, Privilege and Self Identity in Counseling
- (3) PSYC 168 Abnormal Psychology (PSYC 005)

**Admission Procedures**

All applicants wishing to pursue graduate study in Vocational Rehabilitation should first contact an advisor in this program.

Vocational Rehabilitation applicants must apply by April 1 for the following fall or October 1 for spring. All students, including Sacramento State graduates, must file the following with the Sacramento State Office of Graduate Studies, River Front Center 206, (916) 278-6470:

- an online application for admission and
- one set of official transcripts from all colleges and universities attended, *other than Sacramento State*.

At the same time, each applicant must forward the following to the Department of Special Education, Rehabilitation, and School Psychology:

- the program’s application (available in Eureka Hall 316);
- three letters of reference (forms attached to program application); and
- one set of transcripts, *including Sacramento State* (unofficial OK).

Approximately two weeks after the deadline for application and receipt of all items listed above, an interview may be scheduled with the applicant. A decision regarding admission will be mailed to the applicant approximately two weeks after completion of the screening process.

If students are to graduate under the provision of this catalog, they must maintain continuous enrollment from the date of classification to the date of graduation. Students who are planning to be absent for more than one semester must file a Leave of Absence request and have it approved prior to the absence.

**Advancement to Candidacy**

Students working toward a Master’s degree must file an application for Advancement to Candidacy, indicating a proposed program of graduate study. This should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements;
- completed all degree requirement prerequisites;
- completed at least 24 units in the graduate program with a minimum 3.0 GPA; and
- passed the Writing Proficiency Examination (WPE) or secured approval for a WPE waiver.

Advancement to Candidacy forms are available in the Department office and the Office of Graduate Studies. The student fills out the form after planning a degree program in consultation with a Vocational Rehabilitation faculty advisor assigned by the Department Chair. The completed form is then returned to the Office of Graduate Studies for approval.

Thesis/Project (EDS 560 / EDS 561) courses require the student to file and have approved a Reservation Form for that course the semester before intended registration. Registration for EDS 199 / EDS 299, Special Problems, requires a Special Problems petition be filed the semester before intended registration. Enrollment in the culminat-

ing experience (Thesis/Project) may occur only after advancement to candidacy. Students seeking continuous enrollment must have advisor and graduate coordinator’s approval.

All forms may be obtained in the Department office, Eureka Hall 316.

Prior to graduation, an application for graduation must be filed in the Office of Graduate Studies by the deadline date noted in the online *Schedule of Classes*. In addition, all course work leading to this Master’s degree must be completed within a seven-year period.

**Degree Requirements**

Units required for the MS: 60

A minimum of 21 units must be taken in residence at Sacramento State. Use of extension courses must be approved by the advisor. Enrollment in Special Problems will only be granted under exceptional circumstances.

Minimum required GPA: 3.0

**Courses in parenthesis are prerequisites.**

**A. Graduate Core (16 units)**

- (3) EDS 250 Education Research (Graduate Standing)
- (3) EDC 210 Multicultural/Ethnic Counseling (EDC 171)
- (2) EDC 216 Counseling Theory (Corequisite: EDC 280)
- (3) EDC 218 Appraisal in Counseling
- (3) EDC 219 Group Processes in Counseling
- (2) EDC 280 Practicum in Communication (Corequisite: EDC 216)

**B. Rehabilitation Courses (36 units)**

- (3) EDS 260A Psychological, Social, and Medical Aspects of Disability (Approval as a candidate for the MS degree in Counseling)
- (3) EDS 260B Psychological, Social, and Medical Aspects of Disability
- (3) EDS 262 Seminar in Counseling: Job Placement
- (3) EDS 263 Case Practices in Vocational Rehabilitation Counseling (EDC 170; approval as a candidate for the MS degree in vocational rehabilitation counseling)
- (3) EDS 264 Seminar in Counseling: Work Evaluation
- (3) EDS 460 Practicum in Individual Counseling/ Vocational Rehabilitation Counseling (Approval as a candidate in the Vocational Rehabilitation program; approval of advisor, and Department petition)
- (15) EDS 461 Field Study in Counseling/Vocational Rehabilitation Counseling (Approval as a candidate in the Vocational Rehabilitation program, completion of core courses except EDS 560, EDS 561, or Comprehensive Examination (oral or written), approval of advisor, and Department petition)
- (3) EDS 462 Supervised Field Observations in Rehabilitation Counseling

**C. Culminating Requirement (3-6 units)**

Select one of the following:

- (4-6) EDS 560 Master’s Thesis Counseling/VRC (Plan A)
- (3) EDS 561 Master’s Project Counseling/VRC (Plan B)

**D. Electives (2-5 units)**

Select electives in consultation with an advisor, as needed to fulfill total unit requirement.

## Lower Division Course

### EDS 021. Freshman Seminar: Becoming an Educated Person.

Introduction to the nature and possible meanings of higher education, and the functions and resources of the University. Designed to help students develop and exercise fundamental academic success strategies and to improve their basic learning skills. Provides students with the opportunity to interact with fellow students and the seminar leader, and to build a community of academic and personal support. 3 units.

## Upper Division Courses

**EDS 100A. Education of Exceptional Children/Youth.** Orientation to concept and practice of mainstreaming inclusion as provided in the California Master Plan for Special Education; characteristics of exceptional children/youth and the school's responsibilities in meeting their needs. **Note:** Designed to meet the Special Education requirement for a clear multiple and single subject credential. Lecture. **Corequisite:** EDS 100B. 2 units.

**EDS 100B. Education of Exceptional Children/Youth Lab.** Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 100A) in a setting for students who receive special education services. Students will verify multiple experiences across the age-span and in inclusive settings, agencies, and other natural environments. **Corequisite:** EDS 100A. Graded Credit/No Credit. 1 unit.

**EDS 101. Consultation Skills in Inclusive and Supportive Educational Environments.** Verbal and nonverbal communication skills that are basic to effective professional interactions of special educators. Skills are learned and practiced in the context of simulations involving special educators working with families, administrators, colleagues from general education and related disciplines, teaching assistants, and representatives of other human services agencies. Effects of culture and diversity on communication are analyzed. Graded Credit/No Credit. 3 units.

**EDS 102. Characteristics and Management of Vocational/Technical/Applied Academics Education for Adult Students.** Demonstrates how to design motivating instruction that builds self esteem, maintains on-task behavior, and promotes learning among students at different developmental levels and of varying abilities. Examines stages of development of the adult/vocational education learner and methods of maintaining student discipline using strategies that are free of bias and promote learning among diverse students. 3 units.

**EDS 103. Assessment and Instruction in Vocational/Technical/Adult/Applied Academics Education.** Demonstrates how to develop performance criteria, continuously assess student performance levels, prepare lesson plans and units of instruction for use with individual, small group, and whole class delivery systems, keep accurate records of student achievement, and perform program evaluations. **Prerequisite:** EDS 102. 3 units.

**EDS 104. Teaching Diverse Learners in Vocational/Technical/Adult Education.** Demonstrates how to encourage excellence among and design instruction for students from different gender, ethnic, religious, sexual orientation, language, and ability groups. Includes consideration of relevant law, sensitivity towards cultural heritages, principles of language acquisition, bias free instructional materials, and inclusionary programs. Examines the work of major education theorists and the research on effective teaching practices. Demonstrates the use of technology and computers in instruction. 3 units.

**EDS 105. Advanced Instructional Design, Program Evaluation and Leadership in Vocational/Technical/Adult/Applied Academics Education.** Demonstrates how to recruit, place and guide students, organize a program advisory committee, plan and manage a program budget, implement a plan for preventive maintenance, manage customer service, and reflect current professional association best practices. Examines local state, and federal structure of vocational education. Demonstrates how to

plan and prepare a complete course of instruction, including goals, lesson plans, materials, strategies, and assessment procedures, teaching critical thinking and problem solving skills. Develops and uses student and employer follow-up studies as a part of an evaluation plan that leads to program improvement. 3 units.

**EDS 106. Instructional Supervision/Coordination I of Vocational/Technical/Applied Academics Education.** Offers student participation in performance-based objectives program addressing the following major topics: Principles of supervision, supervision models, consultation and coordination skills, facilitation skills, curriculum management, and labor relations. 3 units.

**EDS 107. Instructional Supervision/Coordination II of Vocational/Technical/Adult/Applied Academics Education.** Offers student participation in a performance-based objectives program addressing the following major topics: School finance, grants and proposals, teacher observation models, staff development models, and total quality management practices. 3 units.

**EDS 109. Career Guidance in Vocational/Technical Education (Swan Evaluation).** Examines the occupational history of students and assists them in gathering documentation to support their request to the Board of Vocational Examiners. Assists students in identifying goals for professional accomplishment. 1 unit.

**EDS 110. Current Issues in Vocational/Technical Education.** Provides in-depth investigation of various problems and issues confronting the vocational/technical educator in public and private sectors. The history and current status of issues involving training and funding are examined. 3 units.

**EDS 111. Education for Vocational/Technical Students with Special Needs.** Introduces concepts and practices of inclusion of special needs students as provided for under federal legislation and case law. Methods of adapting instruction and devising positive behavioral supports for students of diverse abilities are studied. Methods of assessing the progress of students with diverse abilities are examined. 3 units.

**EDS 112. Legislation and Financing of Vocational/Technical/Applied Academics Education.** Offers a historical review of legislation and financing of vocational/technical education programs at the federal, state, and local levels, addressing community colleges, regional occupational programs, secondary schools, corrections, private post-secondary schools, private industry education and training. 3 units.

**EDS 113. Introduction to Technology Based Teaching Strategies in Vocational/Technical Education.** Examines the use of computers and their application in vocational/technical instruction. Applications involving direct instruction, discovery learning, problem solving, assessment, practice and presentation are learned. Other technologies that support teaching and learning are studied and practiced. Issues involved in access to and use and control of computer based technologies in a democratic society are studied. 3 units.

**EDS 114. Multicultural Vocational/Technical Education for a Pluralistic Society.** Examines cultural diversity and the historical and cultural traditions of the major cultural, ethnic, and linguistic groups in California. Methods of effective ways to include cultural traditions and community values in the instructional program are learned. Principles of second language acquisition, language teaching strategies, and curriculum adaptations for students whose second language is English are studied. 3 units.

**EDS 115. Behavior Management and Total Quality Management in the Vocational/Technical Education Program.** Teaches students how to manage the classroom and learning behavior of vocational/technical education students in various settings under various circumstances. Total Quality Management procedures for vocational/technical education/training programs are studied. 3 units.

**EDS 116. Special Problems in Vocational/Technical Education.** Individualized study of various questions and problems within vocational/technical education determined collaboratively by the student and the instructor. Graded Credit/No Credit. 1-3 units.

**EDS 117. Field Experience in Vocational/Technical/Adult Education.** Individualized field experience designed collaboratively by the student and instructor. Graded Credit/No Credit. 1-6 units.

**EDS 119. Introduction to Inclusive Education.** Overview of the historical, philosophical, ethical, cultural and legal roots of education for both typically and atypically developing students. Human development and characteristics are reviewed. Current trends in educational service, federal and state laws, regulations and rights of students with disabilities are examined. Sociopolitical aspects, culturally and linguistically responsive family/parent issues in serving all students with diverse academic and social abilities addressed. **Prerequisite:** Admittance to Sacramento State and senior-level or graduate status. 3 units.

**EDS 120A. Management of Learning and Teaching.** Provides students with specific strategies for creating positive, supportive, respectful environments for pupils with typical, mild/moderate and moderate/severe learning and behavioral needs. Comprehensive, research based course offers practical methods for creating positive classroom and school climates, organizing and managing the learning environment, improving instruction, preventing classroom discipline problems, and developing individualized plans for students experiencing persistent and/or serious behavioral problems. Preventative strategies as well as least restrictive management techniques in inclusive and supported environments are stressed. **Corequisite:** EDS 120B. 2 units.

**EDS 120B. Management of Learning and Teaching Lab.** Field-based assignments (30 hours) on self-selected sites. Lab will be a synthesis and application of course content of EDS 120A in a setting serving students with mild/moderate and/or moderate/severe learning and behavioral needs. **Corequisite:** EDS 120A. Graded Credit/No Credit. 1 unit.

**EDS 122A. Social Science: Teaching and Learning in Inclusive Environments.** Gives participants the knowledge of basic principles and strategies related to social science education similar to the social science course (EDTE 305) appropriate for general education teacher candidates and containing all the content relevant to that course. Participants will also develop, implement, and evaluate social science curricula appropriate for those students receiving special education services with mild/moderate/severe disabilities as well. This includes an expanded treatment of social science pedagogy, technology supports, accommodations, inclusive instructional techniques, and other strategies specially suited to the instruction of these challenged pupils. Lecture. **Corequisite:** EDS 122B. 2 units.

**EDS 122B. Social Science: Teaching and Learning in Inclusive Environments Lab.** Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 122A) in a setting for students who receive special and/or general education services. **Corequisite:** EDS 122A. Graded Credit/No Credit. 1 unit.

**EDS 123A. Mathematics: Teaching and Learning in Inclusive Environments.** Gives participants the knowledge of basic principles and strategies related to mathematics education similar to the mathematics course (EDTE 304) appropriate for general education (K-8) teacher candidates and containing all the content relevant to that course. Participants will also develop, implement, and evaluate math curricula appropriate for those students receiving special education services with mild/moderate/severe disabilities as well. This includes an expanded treatment of mathematics pedagogy, manipulatives, technological supports, accommodations, inclusive instructional techniques, and other strategies specially suited to the instruction of these challenged pupils. Lecture. **Corequisite:** EDS 123B. 2 units.

**EDS 123B. Mathematics: Teaching and Learning in Inclusive Environments Lab.** Field-base practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 123A) in a setting for students who receive special and/or general education services. **Corequisite:** EDS 123A. Graded Credit/No Credit. 1 unit.

**EDS 124A. Science: Teaching and Learning in Inclusive Environments.** Gives participants the knowledge of basic principles and strategies related to science education similar to the science course (EDTE 306) appropriate for general education (K-8) teacher candidates and containing all the content relevant to that course. Participants will also develop, implement, and evaluate science curricula appropriate for those students receiving special education services with mild/moderate/severe disabilities as well. This includes an expanded treatment of science pedagogy, manipulatives, technological supports, accommodations, inclusive instructional techniques, and other strategies specially suited to the instruction of these challenged pupils. Lecture. **Corequisite:** EDS 124B. 2 units.

**EDS 124B. Science: Teaching and Learning in Inclusive Environments Lab.** Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 124A) in a setting for students who receive special and/or general education services. **Corequisite:** EDS 124A. Graded Credit/No Credit. 1 unit.

**EDS 130A. Typical and Atypical Developmental Characteristics and Outcomes for Young Children with Disabilities.** Examination of disabilities and risk factors and their influence on developmental competencies and outcomes for infants, toddlers, and young children. Content will include typical developmental patterns of young children, atypical development due to prenatal, perinatal and early childhood developmental risk factors including low incidence disabilities, and an introduction to interventions in a range of community settings to address the unique needs of these children and their families. Lecture. **Prerequisite:** CHDV 030 or approved equivalent. **Corequisite:** EDS 130B. 2 units.

**EDS 130B. Typical and Atypical Development Characteristics and Outcomes for Young Children with Disabilities Lab.** Field-based practice lab (30 hours). Lab will be a synthesis and application of lecture/discussion course content in home based, center based, and community settings serving infants, toddlers, and young children with disabilities and their families. **Prerequisite:** CHDV 030 or approved equivalent. **Corequisite:** EDS 130A. Graded Credit/No Credit. 1 unit.

**EDS 131A. Introduction to Family Centered Service Delivery In Early Childhood Special Education.** Designed to enable participants to gain knowledge and develop skills necessary to provide culturally responsive, family-centered approaches to assessment and intervention for infants and young children with disabilities. Focus will be on the historical, theoretical, and philosophical bases for family-centered service delivery, including an emphasis on understanding family systems and family life stages, respect for cultural diversity, the IFSP process, collaborative parent-professional relationships, parent advocacy, and transition planning. Lecture. **Prerequisite:** EDS 130A and EDS 130B or its equivalent. **Corequisite:** EDS 131B. 2 units.

**EDS 131B. Introduction to Family Centered Service Delivery In early Childhood Special Education Laboratory.** Field-based practice lab (30 hours). Lab will be a synthesis and application of lecture course content (EDS 131A) in home-based, center-based and/or community settings serving infants and young children with disabilities and their families. **Prerequisite:** EDS 130A and EDS 130B or its equivalent. **Corequisite:** EDS 131A. Graded Credit/No Credit. 1 unit.

**EDS 140. Introductory Behavioral Statistics.** Descriptive and interpretative statistics in education and allied fields. Use of calculators and statistical tables. Lecture three hours. 3 units.

**EDS 151. American Sign Language 1.** Basic vocabulary and grammar of American Sign Language. Upon completion of this course, students will be able to exchange basic information about themselves and their families such as their names, where they live, and their interests. Through out-of-class readings, in-class discussions and demonstrations, and experiences within the deaf community, students are exposed to elements of the deaf culture and community. **Note:** Taught in ASL without voice. 3 units.

**EDS 152. American Sign Language 2.** Expands vocabulary and concepts acquired in EDS 151. Expansion of conversational range includes talking about other people and activities, giving directions, and making requests. Students develop discourse skills appropriate for establishing connections with deaf acquaintances and handling a variety of interruptions. Through in-class discussions/demonstrations, course readings, and out-of-class field experience, students are exposed to elements of the deaf culture and community. **Note:** Taught in ASL without voice. **Prerequisite:** EDS 151 or equivalent. 3 units.

**EDS 153. American Sign Language 3.** Expand communicative repertoire developed in EDS 152 to talk about people and places in a contextually-reduced framework. Students learn to describe places, objects, and events. Students develop basic narrative skills to tell about past events. Through in-class discussions/demonstrations, course readings, and out-of-class field experience, students are exposed to elements of the deaf community and culture. **Note:** Taught in ASL without voice. **Prerequisite:** EDS 152 or equivalent. 4 units.

**EDS 154. American Sign Language 4.** Principles, methods and techniques of manual communication with deaf people using American Sign Language. Emphasis on the continuation of developing advanced manual communication skills with a focus on techniques for informing others of factual information and instruction about rules and methods for students who will work or interact with adult deaf persons. Continuation of the analysis of the culture of deafness with emphasis on participation in the community. **Note:** Taught in ASL without voice. **Prerequisite:** EDS 153 or equivalent. 4 units.

**EDS 155. American Sign Language 5: Narrative and Storytelling.** Students will build upon communicative skills developed in EDS 154 to develop and expand on their abilities to discuss parts of the body and health conditions, tell a personal narrative about themselves and moments in theirs and others' lives, as well as to retell and translate simple stories into ASL. **Note:** Taught in ASL without voice. **Prerequisite:** EDS 154 or equivalent. **Corequisite:** Recommended to be taken simultaneously with EDS 160-162 (as appropriate). 4 units.

**EDS 160. Introduction to Deaf Studies.** Topics central to the deaf and deaf community, including education, culture, audiology, and history. Utilizing readings, lectures and group discussion, students will learn about the anatomy and causes of deafness, early intervention and education of deaf children, communication strategies and their effectiveness, the deaf as a cultural group and deaf/hearing relationships. Students will understand deaf individuals and their community in a holistic perspective and apply this knowledge toward further studies into the deaf culture and community. **Note:** Taught in ASL with voice interpretation. **Corequisite:** EDS 155, EDS 160-162 as appropriate. 3 units.

**EDS 161. Deaf History and Education.** Overview of the education of the deaf from prehistoric times to the present will be provided. Roots of current trends and events in deaf education will be explored, with projections for the future. Current issues such as mainstreaming, cochlear implants, communication modalities for instruction and others are discussed in both a historical context and from a deaf perspective. **Note:** Taught in ASL with voice interpretation. **Prerequisite:** EDS 160 or equivalent. **Corequisite:** EDS 155, EDS 160-162 as appropriate. 3 units.

**EDS 162. Deaf Culture and Community.** Introduces students to the deaf as a cultural and linguistic minority in America through coverage of sociolinguistic, anthropological, and historic issues in the development of deaf culture and community in America and worldwide. Utilizing readings, lectures and group discussion, topics will include: theories of culture; language use; cross-cultural interaction and intercultural processes, and deaf literature and art. Upon course completion, students will understand current and past educational, legal and medical policies and their impact on deaf and hard-of-hearing people. **Note:** Taught in ASL with voice interpretation. **Prerequisite:** EDS 160 or equivalent. **Corequisite:** EDS 155, EDS 160-162 as appropriate. 3 units.

**EDS 196. Experimental Offerings in Education.** Offered in various fields of education in response to student needs. 2-3 units.

**EDS 199. Special Problems.** Individual projects designed especially for students capable of independent study. **Note:** Departmental petition required. Graded Credit/No Credit. 1-3 units.

## Graduate Courses

**EDS 201. Legal Aspects of Special Education.** Legislative provisions related to implementation of special education programs and procedures will be a primary focus. Additional emphasis will be given to pertinent judicial decisions and to law as it relates to special education in a multicultural context. 3 units.

**EDS 202. Seminar in Neurodevelopmental Disabilities.** Examines topics and issues in neurodevelopmental disabilities and includes educational, clinical, habilitative, therapeutic, and medical perspectives. Focuses on collaborative, interdisciplinary perspectives on educational and related interventions with students who have neurodevelopmental disabilities. 3 units.

**EDS 203. Seminar for Resource Specialists: Management and Delivery of Services.** Review of literature, and simulated experience in the various roles of the resource specialist in special education programs in the schools. Professional problem-solving strategies; standards and procedures; model program organizational alternatives; management approaches of resource specialist program (RSP); major developments and trends at Federal, State and local levels; references to legal provisions, rules and regulations in special education. **Prerequisite:** EDS 201, EDS 101 and Special Education Credential. Graded Credit/No Credit. 3 units.

**EDS 204. Systematic Instruction in Reading for Spanish-Speaking Students.** Teaching Spanish-speaking children including those with learning disabilities utilizing a systematic, explicit and direct approach - a special education methodology found to be effective with students with learning disabilities; prereading and beginning reading, a comparison of the structure of the Spanish and English languages, with implications for teaching limited and proficient Spanish-speaking students effectively utilizing direct instruction; using curriculum that is research based and utilizes systematic, explicit instruction. **Prerequisite:** EDS 220 or instructor permission. Cross-listed as EDTE 204; only one may be counted for credit. 3 units.

**EDS 205. Inclusive Elementary Education: Moderate/Severe Disabilities.** Focus will be on the following four areas: 1) unit design, varied and modified outcomes, and evaluation of student skills; 2) instructional implementation strategies, including modeling, demonstration, direct and indirect, discovery, and cognitive/meta-cognitive strategies; 3) varied instructional formats and groupings, including cooperative learning, peer-mediated instruction, peer tutoring, and peer coaching; and 4) adaptations and accommodations which will enhance success for the full range of students with disabilities within the general education curriculum. **Prerequisite:** EDS 100A, EDS 100B, EDS 119, EDS 130A, EDS 130B - or equivalents or advisor approval. **Corequisite:** EDS 235. 3 units.

**EDS 206. Collaborative Program Planning with Families, Professionals, and Communities.** Students will develop skills in the areas of: family collaboration; school and community collaboration in the context of IEP development and school partnerships; cross-cultural competence; communication; person-centered planning/future planning, partnering with families; transdisciplinary teaming to develop the IEP and the ITP; and facilitating social relationships and friendships as part of the school experience. **Prerequisite:** EDS 119, EDS 130A, EDS 130B. **Corequisite:** Advisor approval. 3 units.

**EDS 207. Secondary/Post-Secondary Methods and Transition Planning: Moderate/Severe Disabilities.** Students will develop knowledge and skills related to strategies for collaboration and inclusion with general education faculty members in the middle and high school environment. Students will develop skills in community-based instruction transition planning, in addition to designing outcomes and supports within the general education curriculum. Students will also gain knowledge and skills related to vocational and supported employment, and preparation for work after high school, and how to facilitate a successful transition to post-secondary education, supported living, and supported employment. **Prerequisite:** EDS 119, EDS 205, EDS 206, EDS 413, or advisor approval. 3 units.

**EDS 208. Assessment Design and Systematic Instruction: Moderate/Severe Disabilities.** Students will be provided with a strong basis in ecological and functional assessment in inclusive school and community environments. Students will develop the ability to: a) set up performance analyses within natural environments; b) map out cognitive initiation vs. performance, and the communication requirements of various settings; c) conduct baselines within general education classrooms, the school, and the community, and develop resulting IEP goals and objectives; and, d) write effective and systematic instructional programs to teach a wide variety of skills across natural environments. **Prerequisite:** EDS 119, EDS 205, EDS 206, EDS 220, EDS 235 - or equivalents or advisor approval. **Corequisite:** EDS 413. 3 units.

**EDS 209. Developing Augmentative and Alternative Communication Systems: Assessment and Intervention.** Participants will learn: a) how to assess communicating behavior from nonsymbolic to symbolic and unintentional to sophisticated in students with disabilities; b) to work with audiologists and ophthalmologists to assess sensory functioning related to communication; c) to develop communication system intervention plans, both low and high tech; and d) how to implement instruction across multiple environments and with multiple partners. In addition, students will learn strategies for facilitating interactions between students with and without disabilities, teaching others to utilize adapted communication systems, and collaboration with varied professionals. **Prerequisite:** EDS 119, EDS 130A, EDS 130B, EDS 205, EDS 206, EDS 208, EDS 216A, EDS 216B, EDS 220, EDS 235, EDS 291A, EDS 219B, EDS 413 or equivalents. **Corequisite:** EDS 414 or advisor approval. 3 units.

**EDS 210A. Assessment and Evaluation in Early Childhood and Special Education.** Quality practices in early childhood assessment using a range of culturally appropriate tools and techniques, parent-professional-collaboration, transdisciplinary team assessment, assessment reporting and translating results into intervention planning. Participants will demonstrate skills in planning, carrying out and reporting results of assessments/evaluations for eligibility determination, program planning, and monitoring ongoing progress for infants, young children and their families. Lecture. **Prerequisite:** Completed or concurrently enrolled in EDS 130A/EDS 130B and EDS 131A/EDS 131B or their equivalents. **Corequisite:** EDS 210B. 2 units.

**EDS 210B. Assessment and Evaluation in Early Childhood and Special Education Lab.** Synthesis and application of lecture course content (EDS 210A) in home-based, center-based and/or community settings serving infants and young children with disabilities and their families. Field-based practice lab (30 hours). **Prerequisite:** Completed or concurrently enrolled in EDS 130A/EDS 130B and EDS 131A/EDS 131B or their equivalents. **Corequisite:** EDS 210A Graded Credit/No Credit. 1 unit.

**EDS 211A. Curriculum, Intervention Strategies, and Environments in ECSE I: Infancy.** Designed to develop the skills necessary to design and implement developmentally appropriate curriculum and intervention strategies for infants and toddlers with disabilities in a range of learning environments including home, center-based and community programs. Lecture. **Prerequisite:** Completed or concurrently enrolled in EDS 130A/EDS 130B, EDS 131A/EDS 131B, and EDS 210A/EDS 210B or their equivalencies. **Corequisite:** EDS 211B. 2 units.

**EDS 211B. Curriculum, Intervention Strategies, and Environments in ECSE I: Infancy Laboratory.** Synthesis and application of lecture course content (EDS 211A) in home-based, center-based, and/or community settings serving infants and young children with disabilities and their families. Field-based practice lab (30 hours). **Prerequisite:** Completed or concurrently enrolled in EDS 130A/EDS 130B, EDS 131A/EDS 131B, and EDS 210A/EDS 210B or their equivalencies. **Corequisite:** EDS 211A (lecture). Graded Credit/No Credit. 1 unit.

**EDS 212A. Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool.** Designed to develop the skills necessary to design and implementation developmentally appropriate curriculum and intervention strategies for young children with disabilities in a range of learning environments including home, center-based and community programs. Lecture. **Prerequisite:** Completed or concurrently enrolled in EDS 130A/EDS 130B, EDS 131A/EDS 131B, EDS 210A/EDS 210B, and EDS 211A/EDS 211B or their equivalencies. **Corequisite:** EDS 212B. 2 units.

**EDS 212B. Curriculum, Intervention, Strategies, and ECSE II: Preschool Lab.** Synthesis and application of lecture course content (EDS 212A) in home-based, center-based, and/or community setting serving infants and young children with disabilities and their families. Field-based practice lab (30 hours). **Prerequisite:** Completed or concurrently enrolled in EDS 130A/EDS 130B, EDS 131A/EDS 131B, EDS 210A/EDS 210B, and EDS 211A/EDS 211B or their equivalencies. **Corequisite:** EDS 212A. Graded Credit/No Credit. 1 unit.

**EDS 215A. School and Community: Systems of Service.** Provides candidates with an awareness of the programs and services that enable individuals with disabilities across the age span 0-22 to succeed in inclusive schools and communities. Programs and services are broadly defined to include services to children and families from (a) a variety of professionals within the school, (b) professionals in community agencies, (c) other community resources such as community centers, religious congregations, child care cooperatives, neighborhood collaboratives, (d) parent-to-parent groups, (e) disability-specific organizations. Culture, class and family variables are highlighted, along with the differing legal, social, and ethical responsibilities of various professions and agencies. Candidates will be required to work with other university students and professionals from related disciplines. Lecture. **Corequisite:** EDS 215B. 2 units.

**EDS 215B. School and Community: Systems of Service Lab.** Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 215A) in school and community setting for students who receive special and general education services. **Corequisite:** EDS 215A. Graded Credit/No Credit. 1 unit.

**EDS 216A. Movement, Mobility, Sensory, and Specialized Health Care.** Provides an overview of strategies and technological aids for managing (a) needs of students with severe physical disabilities, and (b) needs of students with visual and hearing impairments. Basic concepts and strategies for positioning, handling, and management of routines for activities such as feeding and personal hygiene are stressed, along with orientation and mobility training, and use of augmentative communication systems. Students are exposed to state-of-the-art technology. **Corequisite:** EDS 216B. 2 units.

**EDS 216B. Movement, Mobility, Sensory and Specialized Health Care Lab.** Field-based practice lab (30 hours). Lab will be a synthesis and application of lecture course content (EDS 216A) in schools, public and private agencies, and other community settings where direct educational and therapeutic services are provided to students who have physical disabilities, movement disorders, sensory limitations, or health impairments. **Corequisite:** EDS 216A. Graded Credit/No Credit. 1 unit.

**EDS 217. Positive Behavioral Support: Effective Individual, Class-wide and School-wide Applications (Moderate/Severe Disabilities).** Students will learn to use positive behavioral supports to enhance the quality of life for individuals with serious behavioral challenges. Using the research-based methods and materials from the National Rehabilitation Research and Training Center on Positive Behavioral Support, provides the student with a thorough background in functional assessment and the design of positive behavioral support plans which are in compliance with both state (Hughes Bill) and federal (IDEA) law. After individual assessment and support plans have been covered, moves to class-wide methods of positive behavioral support and school-wide methods. The content is research-based. **Prerequisite:** EDS 119, EDS 205, EDS 206, EDS 207, EDS 208, EDS 216A, EDS 216B, EDS 220, EDS 235, EDS 291A, EDS 291B, EDS 413 - or equivalents. **Corequisite:** EDS 414 or advisor approval. 3 units.

**EDS 218. Advanced Instructional Design for Students with Moderate/Severe Disabilities.** Students will learn advanced methods of assessment and instruction for students with moderate to severe and profound disabilities, and multiple disabilities. Students will learn to design assessments and work with transdisciplinary team members to write an integrated assessment report, and present the report. Students will develop IEPs/ITPs based on the transdisciplinary information, write instructional programs using research-based methods, and design methods for monitoring progress using ongoing instructional data. **Prerequisite:** EDS 119, EDS 205, EDS 206, EDS 207, EDS 208, EDS 209, EDS 216A, EDS 216B, EDS 217, EDS 220, EDS 221, EDS 235, EDS 291A, EDS 291B, EDS 413, EDS 414 - or equivalents. **Corequisite:** EDS 236, EDS 415 or advisor approval. 3 units.

**EDS 220. Language and Literacy in General and Special Education I.** Gives participants principles, techniques, research, and procedures, and research to develop phonological awareness, systematic and explicit phonics, and other word recognition strategies; the course will also give participants techniques on how to assess a student in reading and use the information to assist the students with reading difficulties. The participants will receive information on first and second language acquisition as it relates to reading of second language learners. Participants will also receive information on how to develop vocabulary, concepts about print, and other reading and language arts information such as recognizing relationships that exist among reading, writing, and oral language. Participants will be given information, strategies, and curricular ideas that can be used to assist students with word identification and comprehension. **Prerequisite:** Admission to any Special Education Credential or Master's Programs at Sacramento State. 3 units.

**EDS 221. Language and Literacy in General and Special Education II.** Will give participants principles, techniques, procedures, and research in spelling and handwriting instruction, reading comprehension, and information will also be presented on the structure of the English language and how it relates to reading. The participants will also receive principles, techniques, and procedures in how to teach students handwriting and principles of how to teach writing as a process will also be presented. Additionally, some accommodations in teaching handwriting to the special needs student will also be given. **Prerequisite:** EDS 220. 3 units.

**EDS 225A. Assessment of Learning and Teaching Across the Educational Continuum.** Will give participants the knowledge of basic principles and strategies related to using and communicating the results of a variety of assessment and evaluation approaches appropriate for general education and for those students receiving special educational decisions on the basis of a variety of non-biased standardized techniques, instruments, and processes that are functional, curriculum referenced, performance-based, and appropriate to the diverse needs of individual students. Participants will use these approaches to assess the developmental, academic, behavioral, social, communication, vocational, and community life skill needs of students and the outcomes of instruction. Lecture. **Corequisite:** EDS 225B. 2 units.

**EDS 225B. Assessment of Learning and Teaching Across the Educational Continuum Lab.** Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 225A) in a setting serving students who receive special education services. **Corequisite:** EDS 225A. Graded Credit/No Credit. 1 unit.

**EDS 231. Group Process in School Psychology.** Designed to equip students with the group process skills and understanding essential to the practice of school psychology. Focus on both developing counseling groups within the schools and on the understanding of group process necessary to being an effective agent in the school setting. Topics include the logistics of working within a school system, balancing groups, soliciting referrals, sharing information, participating in staff meeting, and facilitating parent teacher and other school level meetings such as Individualized Education Program Planning meetings. 3 units.

**EDS 232. Initial Student Teaching Seminar: Mild/Moderate.** Designed to allow the special education candidate teacher/intern to focus upon two overall issues pertaining to their specific needs: problems and resolutions particular and general to their teaching assignment and initial portfolio development. Recommended to be taken during the first or second semester of program or concurrently with initial student teaching. **Corequisite:** EDS 471 or employed in an approved special education setting. Graded Credit/No Credit. 1 unit.

**EDS 233. Final Student Teaching Seminar: Mild/Moderate.** Designed to allow the special education candidate teacher/intern to focus upon two overall issues pertaining to their specific needs: problems and resolutions particular and general to their teaching assignment and culminating portfolio development. **Prerequisite:** EDS 232. **Corequisite:** EDS 472, EDS 473. Graded Credit/No Credit. 1 unit.

**EDS 234. Directed Fieldwork Seminar: Early Childhood Special Education.** Designed to allow the ECSE teacher candidate to focus on two overall issues: Problems and resolutions particular and general to their teaching assignment, and the development and/or refining of a preliminary Level I Performance Portfolio. **Corequisite:** EDS 474 and EDS 475 or EDS 476 and EDS 477. Graded Credit/No Credit. 1 unit.

**EDS 235. Initial Seminar: Moderate/Severe Disabilities.** For students in the moderate/severe credential program. Students must be enrolled concurrently with EDS 206. The seminar meetings will be utilized to directly explain the fieldwork and student teaching process and portfolio development, and collaborating with general educators, paraeducators, and related service providers. **Corequisite:** EDS 205, EDS 206. 1 unit.

**EDS 236. Student Teaching Seminar II: Moderate/Severe Disabilities.** This seminar accompanies the final Student Teaching II experience. Students will meet for two hours, eight times, during the semester to discuss their experiences and problem solve any questions or challenges related to their Student Teaching II requirements. Since this is the advanced experience, it is expected that the seminar will be primarily focused on professional issues related to the collaborative implementation of effective programs for students with moderate/severe disabilities. At each meeting there will be topics for discussion generated by the professor, but also time for collaborative problem solving around specific students and program issues in the student teaching settings. **Prerequisite:** EDS 100A, EDS 100B, EDS 119, EDS 130A, EDS 130B, EDS 205, EDS 207, EDS 208, EDS 209, EDS 216A, EDS 216B, EDS 217, EDS 220, EDS 221, EDS 292, EDS 414. **Corequisite:** EDS 218, EDS 415 or advisor approval. 1 unit.

**EDS 240. Functional Assessment of Behavior.** Assessment of behaviors using the techniques of applied behavior analysis. Students will learn how to do functional assessments of behavior. Methods appropriate for assessment of children in the school setting are emphasized. **Prerequisite:** Instructor permission. Spring only. 3 units.



**EDS 241. Counseling and Psychotherapy for School Psychologists.** Examination of basic theories of counseling and therapy used by school psychologists, with emphasis on children and youths in an educational setting and their families. Refinement of one's own counseling orientation is required. **Corequisite:** EDS 440. 3 units.

**EDS 242A. Cognitive Assessment.** Designed to introduce prospective school psychologists to both theory and practice in the assessment of cognitive abilities. Students will be exposed to various approaches to cognitive assessment including information processing, CBA, dynamic, and psychometric. Students will learn to administer and interpret major standardized cognitive assessment instruments including the WISC-R, WAIS-R, Stanford-Binet FE, K-ABC, and others. Lecture. **Corequisite:** EDS 242B. 3 units.

**EDS 242B. Cognitive Assessment Lab.** Clinic based practice lab. Lab will be a synthesis and application of course content in the assessment of cognitive function. Students will be assigned clients for purposes of administering, scoring, evaluating and reporting assessment data. **Corequisite:** EDS 242A. Graded Credit/No Credit. 4 units.

**EDS 243. Assessment Practicum.** Administration, scoring, and interpretation of tests taught in EDS 242A-B, EDS 244, or EDS 247. Students will be assigned five to seven cases. They will assess the children, meet with the families to gather history, and render interpretation. **Note:** Must be taken concurrently with EDS 242A, EDS 242B, EDS 244, and EDS 247. May be taken twice for credit. 3 units.

**EDS 244. Social, Emotional and Behavioral Assessment.** Examines social/emotional assessment strategies and instruments appropriate for working with students in schools. Topics include clinical interviewing, social-emotional functioning, conduct disorder, and effective report writing. Students use course information during concurrent enrollment in EDS 243: Assessment Practicum. **Note:** Must be admitted to School Psychology Program. **Prerequisite:** EDS 242A and EDS 242B. **Corequisite:** EDS 243. 3 units.

**EDS 245. Psychology in the Schools.** Overview of psychology in the schools. Topics include school systems, program development, service delivery models and the role of the school psychologist. Students will engage in systematic school observations. **Prerequisite:** Must be admitted to School Psychology Program. 3 units.

**EDS 246A. Preventive Academic Interventions.** Study and application of various primary, secondary, and tertiary academic interventions designed to prevent school failure and/or learning challenges. Examines techniques of identifying pupils who are experiencing academic difficulties that interfere with school functioning, and intervention techniques designed to remediate or ameliorate these problems. **Prerequisite:** Instructor permission. Fall only. 3 units.

**EDS 246B. Preventive Mental Health Interventions.** Study and application of various primary, secondary, and tertiary psychological interventions designed to prevent school failure and/or emotional challenges. Examines techniques of identifying pupils who are experiencing mental health difficulties that interfere with school functioning, and intervention techniques designed to address these problems. **Prerequisite:** Instructor permission. Spring only. 3 units.

**EDS 247. Assessment of Special Needs.** Assessment of client behavior using formal and non-formal methods based on neuropsychological principles. Students will learn to use interview techniques, standardized cognitive and projective tests, and neuropsychological screening procedures to assess students with special needs. Report writing, parent conferences, and consultation strategies will be stressed. 3 units.

**EDS 248. Human Development and Learning.** Cognitive, socio-emotional and personality development through the lifespan (with emphasis on birth through early adulthood) as influences on the learning process. Includes analysis of theories, empirical research and current issues in human development and learning as applied to school learning. 3 units.

**EDS 249. Special Seminar: School Psychology.** Individual projects or directed reading. **Note:** Departmental petition required. Graded Credit/No Credit. 1-3 units.

**EDS 250. Education Research.** Studies qualitative and quantitative methods in the development of reliable knowledge in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. Classified students are encouraged to take this course early in their graduation programs. **Prerequisite:** Graduate status. 3 units.

**EDS 251. Education for a Democratic, Pluralistic Society.** Advanced study of social and psychological issues which need to be considered in education relating to the client, the educator, the community and society. Addresses implications of theories of learning, assessment, individual differences and social/political influences. **Prerequisite:** Graduate status. 3 units.

**EDS 252A. Advanced Teacher Induction Seminar.** Leads to the development of a Professional Level II Education Specialist Credential induction plan for the support and professional development of the teacher credential candidate as required by the California Commission on Teacher Credentialing. The candidate, the university advisor, and the employer's representative work together to plan course work, and provide individual assistance, and professional development opportunities to address individual performance goals. Seminar. **Prerequisite:** Admission to Special Education Level II program. **Corequisite:** EDS 252B. Graded Credit/No Credit. 2 units.

**EDS 252B. Advanced Teacher Induction Seminar Lab.** Level II candidate, university advisor/supervisor and employer's representative work collaboratively to develop a professional plan which relates to the CCTC standards and the individual learning needs of the student. The class is designed as a lab to support the acquisition of all proscribed Level II standards and to support the development of the candidate's professional portfolio for assessment of designated competencies. **Prerequisite:** Admission to Special Education Level II program. **Corequisite:** EDS 252A Graded Credit/No Credit. 1 unit.

**EDS 254. Advanced Positive Behavior Support for Students with Significant Behavioral Challenges.** Providing strategies for creating positive, supportive, and respectful environments with emphasis on comprehensive behavioral supports, social skills instruction, crisis management, and effective instruction for students experiencing persistent and/or serious behavioral and emotional problems. Collaboration with mental health and other agency personnel; ongoing assessment, data based management and preventive strategies, as well as non-aversive strategies in the least restrictive environment, particularly inclusive and supported environments will be stressed. **Prerequisite:** EDS 120A, EDS 120B. 3 units.

**EDS 260A. Psychological, Social, and Medical Aspects of Disability.** Psychological, social, and medical aspects of various congenital, hereditary, and trauma-induced disabilities are studied in-depth, particularly their relationship to vocational adjustment. The etiology, treatment, prognosis, and limitations caused by various disabling medical conditions are covered as well as such factors as depression, denial and dependency as they occur or are related to these disabling conditions. Emphasis is also given to the concepts of motivation, self-concept, and personal and societal attitudes toward disability. **Prerequisite:** Approval as a candidate for the MS degree in Counseling. Fall only. 3 units.

**EDS 260B. Psychological, Social, and Medical Aspects of Disability.** This is a two-part course. Both EDS 260A and EDS 260B are required. EDS 260A is not a prerequisite for 260B. Spring only. 3 units.

**EDS 262. Seminar in Counseling: Job Placement.** Analyzes and practice of job-seeking skills, employer information base, and job placement of the handicapped. Spring only. 3 units.



**EDS 263. Case Practices in Vocational Rehabilitation Counseling.** Formulation of individual rehabilitation plans as a joint client-counselor process; rehabilitation case records used to foster understanding of the disabled client and his problems. **Prerequisite:** EDC 170 and approval as a candidate for the MS degree in vocational rehabilitation counseling. 3 units.

**EDS 264. Seminar in Counseling: Work Evaluation.** Study of the work evaluation process and the modalities utilized, with emphasis on the use of work evaluation in the rehabilitation process. Fall only. 3 units.

**EDS 265. Current Issues in Counseling: Disabled.** Examination of myths regarding the disabled client. Course includes an exploration of counseling families with a disabled member, the impact of disability upon sexuality and upon interpersonal relationships. Factual data will be presented. The student's attitude toward the disabled will be examined. Graded Credit/No Credit. 1 unit.

**EDS 267A. Advanced Studies in Special Education-Seminar I.** For candidates accepted into the Level II Alternative Option Program; skills for inservice training, working with paraprofessionals, coordinating meetings, developing consensus, dealing with conflict and serving as part of collaborative teams; e-mail, use of Listproc and attendance at monthly seminars required; attaining and documenting competencies and developing portfolios related to outcomes of the Level II Mild/Moderate or Moderate/Severe Specialist Credential. Lecture. **Corequisite:** EDS 267B. 3 units.

**EDS 267B. Advanced Studies in Special Education Seminar I Laboratory.** Will be a synthesis and application of course content (EDS 267A) in a setting(s) for students who receive special education services. The 3-unit lab section requires approximately 90 hours of related field-based and/or on-the-job activities. E-mail/Internet access required. **Corequisite:** EDS 267A. Graded Credit/No Credit. 3 units.

**EDS 268A. Advanced Studies in Special Education-Seminar II.** For candidates accepted into the Level II Alternative Option Program; skills for ongoing individualized assessment and curriculum adaptation to meet needs of diverse populations and advanced skills for behavioral management in inclusive settings; e-mail, use of Listproc and attendance at monthly seminars required; attaining and documenting competencies and developing portfolios related to outcomes of the Level II M/M or M/S Specialist Credentials; individualized planning for candidates who are self-directed and committed to self improvement. Lecture. **Corequisite:** EDS 268B. 3 units.

**EDS 268B. Advanced Studies in Special Education Seminar II Laboratory.** Synthesis and application of course content (EDS 268A) in a setting(s) for students who receive special education services. The 3-unit lab section requires approximately 90 hours of related field-based and/or on-the-job activities. E-mail/Internet access required. **Corequisite:** EDS 268A. Graded Credit/No Credit. 3 units.

**EDS 269A. Collaborative Strategies for Inclusive Practice.** For candidates seeking to meet Special Education CCTC requirements for Level 2 (Induction) Multiple or Single Subject Teaching Credentials. Candidates must demonstrate skills for ongoing IDEA and State mandates, curriculum adaptation to meet individual needs, and advanced skills for behavioral management in inclusive settings. All activities will be tied to attaining and documenting CCTC Level 2 special education standards through individual portfolios. Assignments will be designed to emphasize an interdisciplinary perspective to collaborative problem solving. E-mail/Internet access required. **Prerequisite:** CCTC Preliminary Multiple or Single Subject credential. Sacramento State graduate status or CCE/Open University enrollee. **Corequisite:** EDS 269B. 2 units.

**EDS 269B. Collaborative Strategies for Inclusive Practice Lab.** Field-based practice lab (30 hours field). Lab will be synthesis and application of course content in a setting for students who receive special education services. Students will verify experiences across the age-span and in inclusive settings, agencies, and/or other natural environments. **Prerequisite:** CCTC Preliminary Multiple or Single Subject credential. Sacramento State graduate status or CCE/Open University enrollee. **Corequisite:** EDS 269A. Graded Credit/No Credit. 1 unit.

**EDS 273. Instructional Strategies, Adaptations, and Transitions for Students with Mild/Moderate Disabilities.** Focus is on curriculum in content areas, to teach students with mild/moderate disabilities including English learners in K-12. Adaptations in the major areas in curriculum, including information on how to use various advanced instructional strategies, such as systematic and explicit instruction. Emphasizes systematic planning and coordination of transition services for students with mild/moderate disabilities. **Corequisite:** To be taken with final student teaching experience in special education or general education. 3 units.

**EDS 276. Education of Students with Serious Emotional and Behavioral Disorders.** Examines current issues in serving students with emotional and behavioral disorders. Activities include review of selected literature; visitations; and presentations by parents, mental health representatives and/or other service providers. Students are required to participate in class discussion, demonstrate knowledge of selected topics and respond to case studies. 3 units.

**EDS 277. Advanced Seminar in Special Education: Serious Emotional Disturbance.** Examines specific strategies for working with students with serious emotional issues and behavioral disorders. In-class activities will be directly coordinated with a specially designated student teaching experience (concurrent enrollment required) and participants are required to develop, implement and evaluate the effectiveness of specific intervention strategies for different patterns of emotional disturbance. Additionally, students will be required to visit anticipated "next least restrictive environments" and analyze teacher/student expectations and minimum standards for academic and social success. Emphasis will be placed on helping student to develop self-control and goals for education in socially integrated settings. **Prerequisite:** EDS 276. **Corequisite:** EDS 472E. 3 units.

**EDS 290. Issues in Early Childhood Education for Children with Disabilities.** Overview of current theories, research, policies and practices regarding educational services for children, from birth to 8, with disabilities and their families. Topics emphasized include typical/atypical development, interdisciplinary assessment, family involvement, community resources, program planning, mainstreaming, and collaborative case management. Requires observations/field study in settings serving young children with disabilities. 3 units.

**EDS 291A. Technology in Special Education.** Offers an overview of technology usage in special education. Topics covered include: current research; identification of needs of exceptional children that can be met through use of microcomputers; evaluation and prescription of software, hardware and assistive devices; writing computer-assisted instructional programs to meet special needs; time management, and the general implementation of microcomputers into a special education program. **Prerequisite:** Admittance to Special Education Program or instructor permission. **Corequisite:** EDS 291B. 2 units.

**EDS 291B. Technology in Special Education Lab.** Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 291A) in technology usage with students who receive special education services. **Prerequisite:** Admittance to Special Education Program or instructor permission. **Corequisite:** EDS 291A. Graded Credit/No Credit. 1 unit.

**EDS 292. Teaching English Learners in Inclusive Classrooms.** Basic principles, strategies, procedures and curricular material involved in teaching English learners in special, general, and inclusive classrooms. Candidates will complete assignments related to instruction of English learners with special needs in a variety of settings. **Prerequisite:** Admittance to Special Education program or instructor permission and EDBM 170 (if obtaining a Multiple Subject Teaching Credential). 3 units.

**EDS 296. Experimental Offerings in Education.** To be offered in the various fields of education in response to student needs. 2-3 units.

**EDS 297. Current Issues in Special Education.** Examines current issues in special education through review of selected journal articles, presentations by guest lecturers and class discussion. Students will be required to write a series of brief position papers in professional style on selected topics. 3 units.

**EDS 298. Master's Seminar in Special Education.** Students choosing Program A for the M.A. in Education, Special Education option must register for the seminar during their final semester of study, prior to attempting the written comprehensive examination. In the seminar, students will study problems and issues associated with specialty areas as well as with the field of special education as a whole. **Note:** May be repeated for credit. **Prerequisite:** EDS 297. Graded Credit/No Credit. 3 units.

**EDS 299. Special Problems.** Individual projects at graduate level especially for students capable of independent study. **Note:** Departmental petition required. Graded Credit/No Credit. 1-3 units.

**EDS 411. Initial Student Teaching: Moderate/Severe.** Student teaching with moderate/severe pupils, 160 hours. **Note:** Signature of student's Special Education advisor is required on application for student teaching. Evaluation of performance will be on objectives specified on student teaching evaluation form. A total of 10 units required. Graded Credit/No Credit. 5 units.

**EDS 412. Student Teaching: Moderate/Severe.** Students teaching in a cooperating LEA/District providing services for students receiving Moderate/Severe special education program services. Candidates must meet the criteria for student teaching to be accepted to this course. **Note:** Approximately 320 hours are required to meet competencies. **Corequisite:** EDS 233. A total of 10 units is required. Graded Credit/No Credit. 5 or 10 units.

**EDS 413. Field Practicum: Moderate/Severe Disabilities.** Students will spend six hours per week in a school where students with moderate/severe disabilities are included in general education classes and other school activities. They will be assigned both a general and special education cooperating teacher. These teachers will work with the University supervisor to make sure that the student is able to complete the assignments and required competencies. The University supervisor will observe and evaluate the practicum student at least four times during the semester. An evaluation will be completed at the end of the semester. **Prerequisite:** EDS 100A, EDS 100B, EDS 119, EDS 130A, EDS 130B, EDS 205, EDS 206, EDS 235 or advisor approval. **Corequisite:** EDS 208. Graded Credit/No Credit. 3 units.

**EDS 414. Student Teaching I: Moderate/Severe Disabilities.** The second phase of supervised field experience for specialist candidates in the Level I moderate/severe credential program. Candidates will spend 160-hours in a public school setting with students who have moderate/severe. They will work directly with a qualified mentor/cooperating teacher and a University supervisor throughout a semester to complete all assignments and required competencies. Assignment evaluation will be based on both written and observational criteria. An evaluation will be completed at the midterm and at the end of the semester. **Prerequisite:** EDS 100A, EDS 100B, EDS 119, EDS 130A, EDS 130B, EDS 205, EDS 206, EDS 208, EDS 209, EDS 235, EDS 413. **Corequisite:** EDS 217. Graded Credit/No Credit. 5 units.

**EDS 415. Student Teaching II: Moderate/Severe Disabilities.** The culminating phase of field experience for specialist candidates in the Level I moderate/severe credential program. Candidates will spend 320-hours in a public school setting with students who have moderate/severe. They will work directly with a qualified mentor/cooperating teacher and a University supervisor throughout a semester to complete all assignments and required competencies. Assignment evaluation will be based on both written and observational criteria. An evaluation will be completed at the midterm and at the end of the semester. **Prerequisite:** All credential course work must be completed except EDS 218 and EDS 236, or advisor approval. **Corequisite:** EDS 236. Graded Credit/No Credit. 10 units.

**EDS 421. Student Internship: Moderate/Severe.** Internship in a cooperating LEA/District providing services for students receiving Moderate/Severe special education program. Candidates must meet the criteria for internship to be accepted to this course. **Note:** To be used in lieu of "EDS 412 student Teaching: Moderate/Severe." Approximately 320 hours are required to meet competencies. Graded Credit/No Credit. 15 units.

**EDS 439. Early Fieldwork in School Psychology.** Fieldwork experience is designed to allow students to explore roles in public schools and to gain experience in the organization and operation of schools, classrooms, and special services. The field placement allows students to work with pupils in public school settings that offer individual and group counseling; consultation with teachers, parents, and other school staff, and special accommodations for student with special needs. Students will work under the supervision of a credentialed school psychologist or school counselor at local school sites. A faculty supervisor from the School Psychology Training Program will work closely with students and field supervisor. Graded Credit/No Credit. 1-10 units.

**EDS 440. Practicum in Individual Counseling/School Psychology.** Supervised practice in individual counseling. **Prerequisite:** Approval as a candidate in School Psychology program, approval of advisor, and department petition. Graded Credit/No Credit. 3 units.

**EDS 441. Internship in School Psychology.** Directed field study for school psychologists. Supervised experiences are arranged in school psychology. **Prerequisite:** Approval as a candidate in the School Psychology program, completion of courses required for the School Psychology Internship credential, approval of advisor, and department petition. May be repeated for credit. Graded Credit/No Credit. 3-15 units.

**EDS 460. Practicum in Individual Counseling/VRC.** Supervised practice in individual counseling. **Prerequisite:** Approval as a candidate in the Vocational Rehabilitation program; approval of advisor, and department petition. Graded Credit/No Credit. 3 units.

**EDS 461. Field Study in Counseling/VRC.** Directed field study for rehabilitation counselors. Supervised experiences are arranged in rehabilitation counseling. Forty hours of experience required for each unit of credit. **Prerequisite:** Approval as a candidate in the Vocational Rehabilitation program, completion of core courses except EDS 560, EDS 561, or Comprehensive Examination (oral or written), approval of advisor, and department petition. Graded Credit/No Credit. 3-15 units.

**EDS 462. Supervised Field Observation Rehabilitation Counseling.** Introduction to the vocational rehabilitation program. Students will learn about the foundations of rehabilitation counseling through discussion and visits to a number of agencies in the community. Students will spend at least 30 hours over the course of the semester in a variety of community rehabilitation facilities. **Note:** Open to unclassified graduate students on a space available basis. Graded Credit/No Credit. 3 units.

**EDS 471. Initial Student Teaching: Mild/Moderate.** Student teaching with mild/moderate pupils, 160 hours. **Note:** Signature of student's special education advisor is required on application for student teaching. Evaluation of performance will be on objectives specified on student teaching evaluation form. A total of 10 units is required. Graded Credit/No Credit. 5 units.

**EDS 472. Student Teaching: Mild/Moderate.** Student teaching in a cooperating LEA/District providing services for students receiving mild/moderate special education services. Candidates must meet the criteria for student teaching to be accepted to this course. **Note:** Approximately 320 hours are required to meet competencies. **Corequisite:** EDS 233. A total of 10 units is required. Graded Credit/No Credit. 5 or 10 units.

**EDS 472E. Student Teaching: Serious Emotional Disturbance.** Students will be placed in approved settings which serve students with serious emotional disturbance as a primary disability; be expected to demonstrate skills for instruction across content areas; interact with emotionally disturbed students using a combination of counseling and behavior management strategies; and consult with families, co-workers, mental health representatives and other in a collaborative style. **Corequisite:** EDS 277. Graded Credit/No Credit. 10 units.

**EDS 473. Student Internship: Mild/Moderate.** Internship in a cooperating LEA/District providing services for students receiving mild/moderate special education program. Candidates must meet the criteria for internship to be accepted to this course. **Note:** To be used in lieu of “EDS 472 Student Teaching: Mild/Moderate.” Approximately 320 hours are required to meet competencies. Graded Credit/No Credit. 15 units.

**EDS 474. Directed Field Experience: Infants with Special Educational Needs.** Provides special educational services for infants and toddlers and their families in a cooperating District or County Office of Education. Candidates must meet the criteria for directed field experience in order to register. Students may enroll in EDS 476, “Internship: Infants with Special Educational Needs,” as an alternative to EDS 474. Five units, approximately 160 hours, are required to meet competencies. **Note:** Signature of student’s ECSE advisor is required on application for student teaching. **Corequisite:** EDS 234. Graded Credit/No Credit. 5 units.

**EDS 475. Directed Field Experience: Preschoolers with Special Educational Needs.** Directed field experience in a cooperating District or County Office of Education providing special educational services for preschoolers and their families. Candidates must meet the criteria for directed field experience in order to register. Students may enroll in EDS 477, Internship: Preschoolers with Special Education Needs,” as an alternative to EDS 475. Five units, approximately 160 hours, are required to meet competencies. **Note:** Signature of student’s ECSE advisor is required on application for student teaching. **Corequisite:** EDS 234. Graded Credit/No Credit. 5 units.

**EDS 476. Internship: Infants with Special Educational Needs.** Internship in a cooperating District or County Office of Education providing special educational services for infants and toddlers and their families. Candidates must meet the criteria for an internship in order to register. Students may enroll in EDS 474, Directed Field Experience: Infants with Special Education Needs, as an alternative to EDS 476. Ten units, approximately 320 hours, are required to meet competencies. **Note:** Signature of student’s ECSE advisor is required on application for student teaching. **Corequisite:** EDS 234. Graded Credit/No Credit. 10 units.

**EDS 477. Internship: Preschoolers with Special Educational Needs.** Internship experience in a cooperating District or County Office of Education providing special educational services for preschoolers and their families. Candidates must meet the criteria for an internship in order to register. Students may enroll in EDS 475 as an alternative to EDS 477. **Note:** Signature of student’s ECSE advisor is required on application for student teaching. Ten units, approximately 321 hours, are required to meet competencies. **Corequisite:** EDS 234. Graded Credit/No Credit. 10 units.

**EDS 500. Master of Arts Thesis: Special Education.** Completion of a thesis approved for the Master’s degree. **Prerequisite:** Advanced to candidacy and chair permission two semesters prior to registration. Units of credit determined in consultation with thesis sponsor. EDS 297. Graded Credit/No Credit. 3-6 units.

**EDS 501. Master of Arts Project: Special Education.** Completion of a project that integrates research with development of a product related to instruction of persons with disabilities. **Prerequisite:** Advanced to candidacy and chair permission two semesters prior to registration. Units of credit determined in consultation with project sponsor. EDS 297. Graded Credit/No Credit. 3-6 units.

**EDS 540. Master’s Thesis: Education/School Psychology (Plan A).** Credit given upon successful completion of a thesis approved for the Master of Arts in Education/School Psychology **Prerequisite:** Advanced to candidacy. Graded Credit/No Credit. 4-6 units.

**EDS 541. Master’s Project: Education/School Psychology (Plan B).** Credit given upon successful completion of a project approved for the M.A. in Education/School Psychology option. **Prerequisite:** Advanced to candidacy. Graded Credit/No Credit. 4-6 units.

**EDS 560. Master’s Thesis: Counseling/VRC (Plan A).** Completion of a thesis approved for the Master’s degree. Number of units of credit is determined by the candidate’s advisor. **Prerequisite:** Advanced to candidacy. Graded Credit/No Credit. 4-6 units.

**EDS 561. Master’s Project: Counseling/VRC (Plan B).** Completion of a project approved for the Master’s degree. **Prerequisite:** Advanced to candidacy. Graded Credit/No Credit. 3 units.