

# SP ED, REHAB, SCHOOL PSYCHOLOGY & DEAF STUDIES (EDS)

## EDS 140. Introductory Behavioral Statistics. 3 Units

Descriptive and interpretative statistics in education and allied fields. Use of calculators and statistical tables. Lecture three hours.

## EDS 201. Legal Aspects of Special Education. 3 Units

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.

## EDS 201A. Family/Professional Collaboration in Early Childhood Special Education. 2 Units

**Corequisite(s):** EDS 201B.

Comprehensive overview of historical, philosophical, theoretical/empirical, and legal basis for family centered, relationship based early childhood special education services. Emphasis is on family systems, cultural and linguistic diversity of California's families, and the central role of families in facilitating development. Participants will demonstrate an understanding of past and current laws and policies in ECSE and will demonstrate skills required to build and maintain collaborative relationships through effective communication and teaming with families, children, professional colleagues, and community members.

## EDS 201B. Family/Professional Collaboration in Early Childhood Special Education Lab. 1 Unit

**Corequisite(s):** EDS 201A.

Field-based practice lab (30 hours in the field). Lab will be a synthesis and application of lecture course content in home-based, center based, and/or community settings serving infants and young children with disabilities and their families.

Credit/No Credit

## EDS 202. Seminar in Neurodevelopmental Disabilities. 3 Units

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.

## EDS 203. Seminar for Resource Specialists: Management and Delivery of Services. 3 Units

**Prerequisite(s):** EDS 201, EDS 101 and Special Education Credential.

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.

Credit/No Credit

## EDS 210A. Assessment and Evaluation in Early Childhood Special Education. 2 Units

**Prerequisite(s):** Admission to Preliminary Education Specialist: ECSE Program and completion of coursework specified in program advisement plan

**Corequisite(s):** EDS 210B.

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.

## EDS 210B. Assessment and Evaluation in Early Childhood and Special Education Lab. 1 Unit

**Prerequisite(s):** Completed or concurrently enrolled in EDUC 130A or EDUC 130B and EDUC 131A or EDUC 131B or their equivalents.

**Corequisite(s):** EDS 210A

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).

Credit/No Credit

## EDS 211A. Curriculum, Intervention Strategies, and Environments in ECSE I: Infancy. 2 Units

**Prerequisite(s):** Completed or concurrently enrolled in EDS 130A or EDS 130B, EDS 131A or EDS 131B, and EDS 210A or EDS 210B or their equivalencies.

**Corequisite(s):** EDS 211B.

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.

## EDS 211B. Curriculum, Intervention Strategies, and Environments in ECSE I: Infancy Laboratory. 1 Unit

**Prerequisite(s):** Admission to Preliminary Education Specialist: ECSE Program and completion of coursework specified in program advisement plan.

**Corequisite(s):** EDS 211A (Lecture)

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).

Credit/No Credit

## EDS 212A. Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool. 2 Units

**Prerequisite(s):** Admission to Preliminary Education Specialist: ECSE Program and completion of coursework specified in program advisement plan

**Corequisite(s):** EDS 212B.

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.

**EDS 212B. Curriculum, Intervention, Strategies, and ECSE II: Preschool Lab. 1 Unit**

**Prerequisite(s):** Admission to Preliminary Education Specialist: ECSE Program and completion of coursework specified in program advisement plan

**Corequisite(s):** EDS 212A.

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).

Credit/No Credit

**EDS 213A. Mathematics Curriculum and Instruction in Inclusive Classrooms. 2 Units**

**Corequisite(s):** EDS 213B.

Prepares Mild/Moderate/Severe and multiple subject teacher candidates to teach mathematics content standards for California public schools.

Prepares teacher candidates with the knowledge of basic principles and strategies related to mathematics education. Candidates develop, implement, and evaluate math curricula appropriate for those students receiving special education services with mild/moderate/severe disabilities. Expanded treatment of mathematics pedagogy, manipulative, technological supports, accommodations, inclusive instructional techniques, and strategies specially suited in instruction of English language learners and students with disabilities. Prerequisite: Admittance to Mild/Moderate or Moderate/Severe Credential Program or permission of respective special education coordinator.

**EDS 213B. Mathematics Curriculum and Instruction in Inclusive Classrooms Lab. 1 Unit**

**Prerequisite(s):** Admittance to Mild/Moderate or Moderate/Severe Credential Program or permission of respective special education coordinator.

**Corequisite(s):** EDS 213A.

Field-base practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 213A) in a setting for students who receive special and/or general education services.

Credit/No Credit

**EDS 214A. Social Science Curriculum and Instruction in Inclusive Classrooms. 2 Units**

**Prerequisite(s):** Admittance to Mild/Moderate or Moderate/Severe Credential program or permission of respective special education coordinator.

**Corequisite(s):** EDS 214B.

Prepares mild/moderate/severe and multiple subject teacher candidates to teach history-social science content standards for California public schools to all students, including English Learners and students with disabilities; to use analytical and critical thinking skills in history and social science; and to integrate history-social science topics, themes and concepts with other subject areas. Pedagogical topics include the use of timelines, maps, and artifacts, case studies, simulations, literature, art, multiple perspectives, SDAIE, cooperative projects, and research activities.

**EDS 214B. Social Science Curriculum and Instruction in Inclusive Classrooms Lab. 1 Unit**

**Prerequisite(s):** Admittance to Mild/Moderate or Moderate/Severe Credential program or permission of respective special education coordinator.

**Corequisite(s):** EDS 214A.

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 214A) in a setting for students who receive special and/or general education services.

Credit/No Credit

**EDS 215A. Science Curriculum and Instruction in Inclusive Classrooms. 2 Units**

**Prerequisite(s):** Admittance to Mild/Moderate or Moderate/Severe Credential program or permission of respective special education coordinator

**Corequisite(s):** EDS 215B

Prepares mild/moderate/serve and multiple subject teacher candidates to teach science content standards for California public schools to all students. Give participants the knowledge of basic principles and strategies related to science education appropriate for general education (k-8) teacher candidates. Participants will also develop, implement, and evaluate science curricula appropriate for those students with mild/moderate/severe disabilities. This includes an expanded treatment of science pedagogy, manipulative, technological supports, accommodations, inclusive instructional techniques, and other strategies specially suited to the instruction of English Learners and students with disabilities.

**EDS 215B. Science Curriculum and Instruction in Inclusive Classrooms Lab. 1 Unit**

**Prerequisite(s):** Admittance to Mild/Moderate or Moderate/Severe Credential program or permission of respective special education coordinator

**Corequisite(s):** EDS 215A.

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 215A) in a setting for students who receive special and general education services.

Credit/No Credit

**EDS 217. Positive Behavioral Support: Effective Individual, Class-wide and School-wide Applications (Moderate). 3 Units**

**Prerequisite(s):** EDSP 119, EDSP 205, EDSP 206, EDSP 207, EDSP 208, EDSP 216, EDSP 216B, EDSP 220, EDSP 235, EDS 291A, EDS 291B, EDSP 413 - or equivalents.

**Corequisite(s):** EDSP 414 or advisor approval.

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.

**EDS 222. Perspectives Workforce Dev. 3 Units**

Examines the premises of workforce development and advocacy with emphases on adult learning styles and learning communities. Explores the specific needs of the formal and informal vocational, technical and adult learning community in an ever-changing work environment.

**EDS 223. Organization Learning Comm. 3 Units**

<b>EDS 224. WF Assess+Accountability.</b>	<b>3 Units</b>	<b>EDS 243. Assessment Practicum.</b>	<b>3 Units</b>
<b>EDS 226. Resource Enhance For WDA.</b>	<b>3 Units</b>	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.	
<b>EDS 227. Issues Impacting WDA.</b>	<b>3 Units</b>	<b>Note:</b> Must be taken concurrently with EDS 242A, EDS 242B, EDS 244, and EDS 247. May be taken twice for credit.	
<b>EDS 228. Sem:Future Workforce Dev.</b>	<b>3 Units</b>	<b>EDS 243A. Assessment Practicum A.</b>	<b>3 Units</b>
<b>EDS 231. Group Process in School Psychology.</b>	<b>3 Units</b>	Administration, scoring, and interpretation of tests taught in EDS 242A and B and EDS 244. Students will be assigned five cases. They will assess the children, meet with the families to gather history, and render interpretation.	
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.		<b>Note:</b> Taken concurrently with EDS 244, unless granted special permission of faculty.	
<b>EDS 234. Directed Fieldwork Seminar: Early Childhood Special Education.</b>	<b>1 Unit</b>	<b>EDS 243B. Assessment Practicum.</b>	<b>3 Units</b>
<b>Corequisite(s):</b> EDS 474 and EDS 475 or EDS 476 and EDS 477.		<b>Prerequisite(s):</b> EDS 243A	
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.		<b>Corequisite(s):</b> EDS 247	
<b>Note:</b> May be repeated for credit		Advanced practice in administration, scoring, and interpretation of tests taught in EDS 242A-B, EDS 243A, EDS 244, and EDS 247. Students will be assigned five to seven cases (with some cases in Fieldwork placements). Development of skills in assessment, analysis of data, intervention planning and conveying results orally and in writing.	
Credit/No Credit		<b>Note:</b> Taken concurrently with EDS 247, unless granted special permission of faculty.	
<b>EDS 239. Education Specialist Seminar.</b>	<b>3 Units</b>	<b>EDS 243C. Assessment Practicum.</b>	<b>3 Units</b>
<b>Prerequisite(s):</b> Approval as a candidate in the Education Specialist program, completion of courses required for the School Psychology Internship credential, approval of advisor, and department petition. Explores leadership roles of school psychologists.		<b>Prerequisite(s):</b> EDS 243B	
Credit/No Credit		Continued training in development of advanced skills in administration, scoring, and interpretation of tests taught in EDS 242 A-B, EDS 243A, EDS 243B, EDS 244, or EDS 247. Students will be assigned cases by the practicum supervisor as appropriate. Students are expected to successfully engage in all stages of assessment process with clients.	
<b>EDS 240. Functional Assessment of Behavior.</b>	<b>3 Units</b>	<b>Note:</b> Taken with permission of faculty after completion of EDS 243A and EDS 243B.	
<b>Prerequisite(s):</b> Instructor permission.		<b>EDS 244. Social, Emotional and Behavioral Assessment.</b>	<b>3 Units</b>
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.		<b>Prerequisite(s):</b> EDS 242A and EDS 242B.	
<b>EDS 241. Counseling and Psychotherapy for School Psychologists.</b>	<b>3 Units</b>	<b>Corequisite(s):</b> EDS 243.	
<b>Corequisite(s):</b> EDS 440.		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.	
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.		<b>Note:</b> Must be admitted to School Psychology Program.	
<b>EDS 242A. Cognitive Assessment.</b>	<b>3 Units</b>	<b>EDS 245. Psychology In The Schools.</b>	<b>3 Units</b>
<b>Corequisite(s):</b> EDS 242B.		<b>Prerequisite(s):</b> Must be admitted to School Psychology Program.	
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.		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.	
<b>EDS 242B. Cognitive Assessment Lab.</b>	<b>4 Units</b>	<b>EDS 246A. Preventive Academic Interventions.</b>	<b>3 Units</b>
<b>Corequisite(s):</b> EDS 242A.		<b>Prerequisite(s):</b> Instructor permission.	
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.		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.	

- EDS 246B. Preventive Mental Health Interventions. 3 Units**  
**Prerequisite(s):** Instructor permission.  
 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.
- EDS 247. Assessment of Special Needs. 3 Units**  
 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.
- EDS 248. Human Development and Learning. 3 Units**  
 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.
- EDS 249. Special Seminar: School Psychology. 1 - 3 Units**  
 Individual projects or directed reading.  
**Note:** Departmental petition required.  
 Credit/No Credit
- EDS 252A. Advanced Teacher Induction Seminar. 2 Units**  
**Prerequisite(s):** Admission to Special Education Level II program.  
**Corequisite(s):** EDS 252B.  
 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.  
 Credit/No Credit
- EDS 252B. Advanced Teacher Induction Seminar Lab. 1 Unit**  
**Prerequisite(s):** Admission to Special Education Level II program.  
**Corequisite(s):** EDS 252A  
 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.  
 Credit/No Credit
- EDS 263. Case Practices in Vocational Rehabilitation Counseling. 3 Units**  
**Prerequisite(s):** EDUC 155 and approval as a candidate for the MS degree 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.
- EDS 264. Seminar in Counseling: Work Evaluation. 3 Units**  
 Study of the work evaluation process and the modalities utilized, with emphasis on the use of work evaluation in the rehabilitation process.
- EDS 265. Current Issues in Counseling: Disabled. 1 Unit**  
 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.  
 Credit/No Credit
- EDS 267A. Advanced Studies in Special Education-Seminar I. 3 Units**  
**Corequisite(s):** EDS 267B.  
 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.
- EDS 267B. Advanced Studies in Special Education Seminar I Laboratory. 3 Units**  
**Corequisite(s):** EDS 267A.  
 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.  
 Credit/No Credit
- EDS 268A. Advanced Studies in Special Education-Seminar II. 3 Units**  
**Corequisite(s):** EDS 268B.  
 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.
- EDS 268B. Advanced Studies in Special Education Seminar II Laboratory. 3 Units**  
**Corequisite(s):** EDS 268A.  
 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.  
 Credit/No Credit
- EDS 269A. Collaborative Strategies for Inclusive Practice. 2 Units**  
**Prerequisite(s):** CCTC Preliminary Multiple or Single Subject credential. Sacramento State graduate status or CCE/Open University enrollee.  
**Corequisite(s):** EDS 269B.  
 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.

- EDS 269B. Collaborative Strategies for Inclusive Practice Lab. 1 Unit**  
**Prerequisite(s):** CCTC Preliminary Multiple or Single Subject credential. Sacramento State graduate status or CCE/Open University enrollee.  
**Corequisite(s):** EDS 269A.  
 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.  
 Credit/No Credit
- EDS 273A. Instructional Strategies - Mild/Moderate. 2 Units**  
**Prerequisite(s):** Admittance into Mild/Moderate Credential or M.A. in Education programs.  
**Corequisite(s):** EDS 273B.  
 Development of knowledge, strategies, and skills in the areas of dyslexia, social skills and transition, and other specific learning challenges for individuals with mild/moderate disabilities.
- EDS 273B. Instructional Strategies - Mild/Moderate - Lab. 1 Unit**  
**Prerequisite(s):** Admittance into Mild/Moderate Credential or M.A. in Education programs.  
**Corequisite(s):** EDS 273A.  
 Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 273A) in developing instructional strategies for the Mild/Moderate Credential Program area. Students are required to participate in class visitations, student tutoring, and interviews.  
 Credit/No Credit
- EDS 290. Issues in Early Childhood Education for Children with Disabilities. 3 Units**  
 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.
- EDS 291A. Technology in Special Education. 2 Units**  
**Prerequisite(s):** Admittance to Special Education Program or instructor permission.  
**Corequisite(s):** EDS 291B.  
 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.
- EDS 291B. Technology in Special Education Lab. 1 Unit**  
**Prerequisite(s):** Admittance to Special Education Program or instructor permission.  
**Corequisite(s):** EDS 291A.  
 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.  
 Credit/No Credit
- EDS 299. Special Problems. 1 - 3 Units**  
 Individual projects at graduate level especially for students capable of independent study.  
**Note:** Departmental petition required.  
 Credit/No Credit
- EDS 332. Assessment Center Laboratory for Multiple Subject Candidates. 2 Units**  
**Prerequisite(s):** Admittance to Mild/Moderate or Moderate/Severe Credential program or permission of respective special education instructor.  
**Corequisite(s):** EDSP 420B or approved equivalent by assigned advisor or department chair.  
 Individual support to guide multiple subject candidates through the process of completing and submitting the culminating PACT Teaching Event and completion of their electronic portfolio. The signature assignments, formative PACT assessments and summative PACT Teaching Event represent a working electronic portfolio embedded throughout the credential program, and the summative component will be polished and formally submitted at the conclusion of the EDS 332.  
 Credit/No Credit
- EDS 412. Student Teaching: Moderate/Severe. 5 - 10 Units**  
**Corequisite(s):** EDSP 233. A total of 10 units is required.  
 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.  
 Credit/No Credit
- EDS 439. Early Fieldwork in School Psychology. 1 - 10 Units**  
**Prerequisite(s):** Satisfactory completion of first year coursework.  
 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 students 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.  
**Note:** May be repeated for credit.  
 Credit/No Credit
- EDS 439A. Early Fieldwork in School Psychology. 1 - 10 Units**  
**Prerequisite(s):** Satisfactory completion of first year coursework. Graded: Credit / No Credit Units: 1.0 - 10.0  
 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 students 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.  
**Note:** May be repeated for credit.  
 Credit/No Credit

- EDS 439B. Early Fieldwork in School Psychology. 1 - 10 Units**  
**Prerequisite(s):** Satisfactory completion of first year coursework and EDS 439A Graded: Credit / No Credit Units: 1.0 -10.0  
 Advanced fieldwork experience providing the opportunity for students to engage in the following activities: individual and group counseling; consultation with teachers, parents, and other school staff, and assessment of students. Students will work under the supervision of a credentialed school psychologist. A faculty supervisor from the School Psychology Training Program will work with students and field supervisor.  
 Credit/No Credit
- EDS 439C. Early Fieldwork in School Psychology. 1 - 10 Units**  
**Prerequisite(s):** Satisfactory completion of first year coursework and EDS 439B Graded: Credit / No Credit Units: 1.0 -10.0  
 Ongoing fieldwork experience providing the opportunity for students to more fully develop their skills in: individual and group counseling; consultation with teachers, parents, and other school staff, and assessment of students. Students will work under the supervision of a credentialed school psychologist and a faculty supervisor from the School Psychology Training Program.  
 Credit/No Credit
- EDS 440. Practicum in Individual Counseling/School Psychology. 3 Units**  
**Prerequisite(s):** Approval as a candidate in School Psychology program, approval of advisor, and department petition. Supervised practice in individual counseling.  
 Credit/No Credit
- EDS 441. Internship in School Psychology. 3 - 15 Units**  
**Prerequisite(s):** 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.  
 Directed field study for school psychologists. Supervised experiences are arranged in school psychology.  
 Credit/No Credit
- EDS 441A. Internship in School Psychology. 3 - 15 Units**  
**Prerequisite(s):** 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. Graded: Credit / No Credit Units: 3.0 - 15.0  
 Directed field study for school psychologists. Supervised experiences are arranged in school psychology.  
 Credit/No Credit
- EDS 441B. Internship in School Psychology. 3 - 15 Units**  
**Prerequisite(s):** EDS 441A Graded: Credit / No Credit Units: 3.0 -15.0  
 Advanced field study for school psychologists interns. Supervised experiences are arranged in school psychology.  
 Credit/No Credit
- EDS 441C. Internship in School Psychology. 3 - 15 Units**  
**Prerequisite(s):** EDS 441B Graded: Credit / No Credit Units: 3.0 - 15.0  
 Third semester of advanced field study for school psychologist interns. Supervised experiences are arranged in school psychology.  
 Credit/No Credit
- EDS 441D. Internship in School Psychology. 3 - 15 Units**  
**Prerequisite(s):** EDS 441C Graded: Credit/ No Credit Units: 3.0 - 15.0  
 Fourth semester of advanced field study for school psychologists interns. Final semester in which candidates may accrue hours. Supervised experiences are arranged in school psychology.  
 Credit/No Credit
- EDS 460. Practicum in Individual Counseling/VRC. 3 Units**  
**Prerequisite(s):** Approval as a candidate in the Vocational Rehabilitation program; approval of advisor, and department petition. Supervised practice in individual counseling.  
 Credit/No Credit
- EDS 461. Field Study in Counseling/VRC. 3 - 15 Units**  
**Prerequisite(s):** 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.  
 Directed field study for rehabilitation counselors. Supervised experiences are arranged in rehabilitation counseling. Forty hours of experience required for each unit of credit.  
 Credit/No Credit
- EDS 472E. Student Teaching: Serious Emotional Disturbance. 10 Units**  
**Corequisite(s):** EDS 277.  
 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.  
 Credit/No Credit
- EDS 474. Directed Field Experience/Internship in ESCE: Infants/Toddlers. 1 - 5 Units**  
**Prerequisite(s):** Admission to Preliminary Education Specialist: ECSE Program and completion of coursework specified in program advisement plan.  
**Corequisite(s):** EDS 234.  
 Directed field experience or internship experience in a cooperating school district, county office of education or appropriate privately operated program providing early intervention services for infants and toddlers and their families. Candidates must secure faculty approval by prior application for directed field experience/internship. Variable units depending on instructor recommendation and individualized student and program considerations.  
**Note:** May be repeated for credit  
 Credit/No Credit
- EDS 475. Directed Field Experience/Internship in ECSE: Preschool. 1 - 5 Units**  
**Prerequisite(s):** Admission to Preliminary Education Specialist: ECSE Program and completion of coursework specified in program advisement plan.  
**Corequisite(s):** EDS 234.  
 Directed field experience or internship in a cooperating school district or county office of education program providing special educational services for preschoolers and their families. Candidates must secure faculty approval by prior application for directed field experience internship. Variable units depending on instructor recommendation and individualized student and program considerations.  
**Note:** May be repeated for credit  
 Credit/No Credit

**EDS 476. Internship: Infants with Special Educational Needs. 10 Units****Corequisite(s):** EDS 234.

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.

Credit/No Credit

**EDS 477. Internship: Preschoolers with Special Educational Needs.****10 Units****Corequisite(s):** EDS 234.

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.

Credit/No Credit

**EDS 530. Project In WDA I. 2 Units****EDS 531. Project In WDA II. 4 Units****EDS 540. Education Specialist Thesis: School Psychology. 4 - 6 Units**

Credit given upon successful completion of a thesis approved for the education specialist degree.

**Note:** Open only to the graduate students who have been advanced to candidacy for the education specialist degree. Number of units of credit is determined by the candidate's education specialist advisory committee.

Credit/No Credit

**EDS 541. Master's Project: Education/School Psychology (Plan B).****4 - 6 Units****Prerequisite(s):** Advanced to candidacy.

Credit given upon successful completion of a project approved for the M.A. in Education/School Psychology option.

**EDS 542. Education Specialist Project: School Psychology. 4 - 6 Units**

Credit given upon successful completion of a project approved for the Education Specialist degree.

**Note:** Open only to the graduate student who has been advanced to candidacy. Department petition is required. Number of units of credit is determined by the candidate's advisor.

Credit/No Credit