

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

EDS 140. Introductory Behavioral Statistics. 3 Units
Term Typically Offered: Fall, Spring

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

EDS 202. Seminar in Neurodevelopmental Disabilities. 3 Units
Term Typically Offered: Fall, Spring

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.
Term Typically Offered: Fall, Spring

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 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.
Term Typically Offered: Fall, Spring

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.
Term Typically Offered: Fall, Spring

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.
Term Typically Offered: Fall, Spring

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
Term Typically Offered: Fall, Spring

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.
Term Typically Offered: Fall, Spring

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

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| EDS 222. Perspectives Workforce Dev. Term Typically Offered: Fall, Spring | 3 Units | EDS 265. Current Issues in Counseling: Disabled. Term Typically Offered: Fall, Spring | 1 Unit |
| <p>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.</p> | | <p>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</p> | |
| EDS 223. Organization Learning Comm. Term Typically Offered: Fall, Spring | 3 Units | EDS 267A. Advanced Studies in Special Education-Seminar I. 3 Units Corequisite(s): EDS 267B. Term Typically Offered: Fall, Spring | |
| EDS 224. WF Assess+Accountability. Term Typically Offered: Fall, Spring | 3 Units | <p>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.</p> | |
| EDS 226. Resource Enhance For WDA. Term Typically Offered: Fall, Spring | 3 Units | EDS 267B. Advanced Studies in Special Education Seminar I Laboratory. 3 Units Corequisite(s): EDS 267A. Term Typically Offered: Fall, Spring | |
| EDS 227. Issues Impacting WDA. Term Typically Offered: Fall, Spring | 3 Units | <p>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</p> | |
| EDS 228. Sem:Future Workforce Dev. Term Typically Offered: Fall, Spring | 3 Units | EDS 268A. Advanced Studies in Special Education-Seminar II. 3 Units Corequisite(s): EDS 268B. Term Typically Offered: Fall, Spring | |
| EDS 250. Educational Research. Prerequisite(s): Graduate status Term Typically Offered: Spring only | 3 Units | <p>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.</p> | |
| <p>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 graduate programs.</p> | | EDS 268B. Advanced Studies in Special Education Seminar II Laboratory. 3 Units Corequisite(s): EDS 268A. Term Typically Offered: Fall, Spring | |
| EDS 252A. Advanced Teacher Induction Seminar. Prerequisite(s): Admission to Special Education Level II program. Corequisite(s): EDS 252B. Term Typically Offered: Fall, Spring | 2 Units | <p>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</p> | |
| <p>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</p> | | EDS 268B. Advanced Studies in Special Education Seminar II Laboratory. 3 Units Corequisite(s): EDS 268A. Term Typically Offered: Fall, Spring | |
| EDS 252B. Advanced Teacher Induction Seminar Lab. Prerequisite(s): Admission to Special Education Level II program. Corequisite(s): EDS 252A Term Typically Offered: Fall, Spring | 1 Unit | EDS 264. Seminar in Counseling: Work Evaluation. Term Typically Offered: Fall, Spring | |
| <p>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</p> | | <p>Study of the work evaluation process and the modalities utilized, with emphasis on the use of work evaluation in the rehabilitation process.</p> | |

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.

Term Typically Offered: Fall, Spring

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.

Term Typically Offered: Fall, Spring

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.

Term Typically Offered: Fall, Spring

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.

Term Typically Offered: Fall, Spring

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 280. Foundational Elements of Adult Learning Disability Intervention. 2 Units

Term Typically Offered: Fall, Spring

Explore and analyze the most common social, emotional and psychological problems of adults with learning disabilities (LD) impacting cognition and learning. Topics include: current definitions, characteristics of learning disabilities (LD), the impact of dual diagnosis, and the collaborative role of the LD specialist regarding issues of professional conduct, ethics, and legality. Differences will be examined between LD and other disability categories such as Attention Deficit Disorder (ADD), Acquired Brain Injury (ABI), Developmentally Delayed Learners (DDL), etc.

EDS 281. Assessing Achievement in Adults with Learning Disabilities. 3 Units

Term Typically Offered: Fall, Spring

EDS 282A. Assess Cognitive Skils Adult LD. 3 Units

Term Typically Offered: Fall, Spring

EDS 282B. Assess Cognitive Skl Adult LD II. 3 Units

Term Typically Offered: Fall, Spring

EDS 283. Legal Issues+Adult Learning Di. 1 Unit

Term Typically Offered: Fall, Spring

EDS 285. Strategies to Enhance Academic Skills for Adults with Learning Disabilities. 3 Units

Term Typically Offered: Fall, Spring, Summer

For adults with learning disabilities (LD), compensatory learning strategies are vital tools for success in the post secondary academic arena and beyond. Learn to utilize the most effective teaching and learning strategies and review material and method for teaching adults with disabilities in reading, writing, spelling and mathematics. Topics include: subtypes of learning disabilities; historical as well as current teaching approaches; formal and informal assessment methods; cognitive function as a basis of understanding learning behaviors and learning strategies; and current technologies available to enhance learning opportunities. Learn how to empower adults with LD with the ability to adapt commonly used learning strategies to meet individual needs.

EDS 290. Issues in Early Childhood Education for Children with Disabilities. 3 Units

Term Typically Offered: Fall, Spring

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.

Term Typically Offered: Fall, Spring

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.

Term Typically Offered: Fall, Spring

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 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.

Term Typically Offered: Fall, Spring

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.

Term Typically Offered: Fall, Spring

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 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

Term Typically Offered: Fall, Spring

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 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.

Term Typically Offered: Fall, Spring

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.

Term Typically Offered: Fall, Spring

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.

Term Typically Offered: Fall, Spring

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 530. Project In WDA I. 2 Units

Term Typically Offered: Fall, Spring

EDS 531. Project In WDA II. 4 Units

Term Typically Offered: Fall, Spring