

EDUCATION—SPECIAL EDUCATION, REHABILITATION, AND SCHOOL PSYCHOLOGY



SPECIALIST CREDENTIALS PROGRAMS
RESOURCE SPECIALIST CERTIFICATE
SCHOOL PSYCHOLOGIST CREDENTIAL PROGRAM

PROGRAM DESCRIPTION

The Department of Special Education, Rehabilitation, and School Psychology offers professional programs in the areas of Special Education, Vocational Rehabilitation Counseling, and School Psychology. Offered are professional programs leading to specialist credentials for teachers of pupils with learning handicaps and pupils with severe handicaps, as well as a certificate of competence program for special education resource specialists. Professional preparation programs leading to Master's Degrees include a Master of Science in Counseling with a Vocational Rehabilitation Counseling option (in cooperation with the Department of Counselor Education), a Master of Science in Counseling with a School Psychology option (also in cooperation with Counselor Education), and a Master of Arts in Education with an option in Special Education.

The Department of Special Education, Rehabilitation, and School Psychology offers services to students in other programs at the university and to individuals in the community at large through several course sequences, clinics, and field-based programs. These consist of courses offered to students seeking regular teaching credentials, degrees in speech pathology or nursing; and opportunities to develop skills in working with individuals who have exceptional needs. In addition, the Department has sponsored since 1986 the Young Adult Program, California's first integrated class for young adults with severe disabilities on a university campus. The program, located in the "NN" portable, consists of students, age 18-22, who are being provided a special education by the Sacramento County Office of Education. The program utilizes volunteers and student interns from across campus. The teacher is Gregg Schmidt, 731-5377.

FACULTY

Michael John Lewis, *Department Chair*

Maurine Ballard-Rosa; Charlotte Cook; Guy Deaner; Elva Duran; Paula Gardner; William Harris; Clarence Johnson; Patricia Kearly; Richard Koch; William Merz; Bruce Ostertag; Hyun-Sook Park; Mary Jane Pearson; David Raske

Marilyn Ferguson, *Department Secretary*
Department Office, ED-437, 278-6622

PROGRAMS OFFERED

The Department of Special Education, Rehabilitation, and School Psychology in the School of Education offers the following programs:

Master of Arts in Education:
Special Education

Master of Science in Counseling:
School Psychology
Vocational Rehabilitation Counseling

Credentials:
Learning Handicapped Specialist
Severely Handicapped Specialist
Joint Multiple Subject/Learning Handicapped
Combined Multiple Subject/Severely Handicapped
School Psychology
Serious Emotional Disturbance Authorization

Certificate:
Resource Specialist

For additional information on credentials, see the Professional Education Programs section of the School of Education.

A Bachelors in Vocational Education is offered through Regional and Continuing Education (RCE), (916) 278-4433.

REFERENCES

For more information and advising on any of the above programs, please contact:

Special Education, Rehabilitation and
School Psychology Department
School of Education
6000 J Street, Sacramento, CA 95819-6079
(916) 278-6622; FAX: (916) 278-5904

To obtain a CSU application booklet, contact:
CSUS Admissions Office
6000 J Street, Sacramento, CA 95819-6048
(916) 278-6111

SPECIAL EDUCATION PROGRAMS

Five programs are offered:

- Master of Arts in Education, Special Education Option
- Special Education Learning Handicapped Specialist Credential
- Special Education Severely Handicapped Specialist Credential
- Serious Emotional Disturbance Authorization
- Clear Resource Specialist Certificate of Competence

Two additional programs, the Joint Multiple Subject/Learning Handicapped Credential Program and the Combined Multiple Subject/Severely Handicapped Program, are joint offerings of Special Education and Teacher Education, described later in this section.

Students in any of the several special education programs learn how to work with individuals who have exceptional needs in the community and in the family. Specific training programs are offered for teachers while other course sequences are designed to meet the needs of family members, nurses, speech therapists, social workers, and others who might work with individuals who have exceptional needs.

Individuals who have exceptional needs include those who are learning disabled, multihandicapped, autistic, seriously emotionally disturbed, developmentally delayed, orthopedically impaired, visually impaired, and/or hearing impaired. According to State and Federal law, these individuals are entitled to educational and other services which will allow them to achieve their maximum potential in becoming a citizen integrated into the mainstream of social and occupational life.

When not pursued concurrently with a specialist credential, **the MA in Education, Special Education**, provides students the opportunity to concentrate on more specifically defined pupil populations than allowed within the credential programs. Courses must be selected in consultation with a faculty advisor. Courses are available in the following concentration areas:

Learning Handicapped — General
(Only by those without LH Credential)
Severely Handicapped — General
(Only by those without SH Credential)
Adaptive Physical Education
Communication Disorders
Computers in Education
Developmental Disabilities
Early Childhood Education
Learning Disabilities
Mathematics Education
Multicultural Education
Physically Handicapped/Assistive Devices
Reading and Language Arts
Science Education
Seriously Emotionally Disturbed
Therapeutic Recreation
Other (Subject to Area Group Approval)
Vocational Rehabilitation/Counseling

Students entering the program without formal background in special education must choose course sequences from the special education teaching credential programs as well as from concentration areas.

Admission Requirements

Admission as a graduate student to any special education program except the Joint or Combined Programs requires:

- a Bachelor's degree **and**
- a minimum 3.0 overall grade point average

Specialist Credential only: must hold a basic California Teaching Credential. Two letters of recommendation must be submitted. Previous experience with exceptional children should be documented. Interview procedures are used in some cases. Evidence of negative tuberculosis test within one year of application date is required. Completion of EDS 100 or 101 or equivalent.

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 CSUS graduates, must file the following with the CSUS Admissions Office:

- an application for admission and a supplemental application for graduate admission (Forms A & B in the CSU application booklet)
- one set of official transcripts from all colleges and universities attended, *other than CSUS*.

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

- two letters of reference
- one set of transcripts, including CSUS (unofficial OK)

Specialist Credential program applicants also must submit the following to the Department office:

- department application (obtain from ED-437)
- evidence of negative tuberculosis test within past year
- a photocopy of the applicant's California basic teaching credential or evidence that the credential will be earned soon
- two letters of recommendation
- documented experience with exceptional children

Resource Specialist Certificate program applicants must also submit the following to the Department Office:

- department application (obtain from ED-437)
- one or more letters verifying teaching experiences
- a photocopy of the applicant's special education credential or clinical services credential with a special class authorization
- one copy of a transcript from all colleges attended

In order to help meet the personnel needs of school districts in the CSUS region, applications to special education programs are reviewed on a continuous basis; as soon as applications are complete, they are reviewed.

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.

For information about admission to the Joint or Combined Programs, refer to those program descriptions.

MASTER OF ARTS IN EDUCATION

Special Education Option 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 6 units in the graduate program with a minimum 3.0 grade point average, including at least one course at the 200-level, and
- successfully met the University English Writing Proficiency requirements

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

Degree Requirements

The Master of Arts in Education, with a Special Education concentration, requires completion of 30 units and:

- a 3.0 grade point average;
- 15 units at the 200-level;
- no more than *nine* units transferable from another university;
- no more than six units through Special Problems. (Enrollment in Special Problems will only be granted under exceptional circumstances.)

The following are not acceptable for MA credit:

- 300-level courses;
- Student Teaching courses;
- Extension courses not recognized by the college-of-record issuing degrees

Any deviations from the above requires approval of the Special Education Area Group and Graduate Coordinator.

Prior to graduation, an application for graduation must be filed in the Graduate Center by the deadline published in the Class Schedule, and all coursework leading to this Master's Degree (as well as to special education credentials) must be completed within a seven-year period.

Students choosing the project/thesis option must enroll for a total of 6 units, either 6 units in one semester or 3 units in each of two consecutive semesters. Students choosing to enroll for 6 units in one semester who do not complete the thesis or project during the semester of enrollment will receive a "NC" grade. Students choosing to enroll for three units for two consecutive semesters may receive a "Satisfactory Progress" 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 a "NC" grade. Students receiving a "NC" grade for project/thesis must reapply to the Department for permission to reenroll.

An outline of degree requirements follows in the form of two program choices.

Courses in parentheses are prerequisites.

Program A

A. Required Courses (12 units)

- (3) ED 250 Educational Research
- (3) ED 251 Education for a Democratic, Pluralistic Society
- (3) ED 252 Principles of Curriculum
- (3) EDS 297 Current Issues in Special Education

B. Other Course Requirements (15 Units)

- Courses in special education and supporting fields, approved by a special education advisor
- Writing Proficiency Examination

C. Culminating Requirements (3 Units)

- (3) EDS 298* Master's Seminar in Special Education (EDS 297)
- Written Comprehensive Examination (EDS 298)

Note: prior to registration for the comprehensive exam, students must complete a reservation form and Advancement to Candidacy. All others will be disenrolled. Petitions are available in the Department office. The exam may be taken twice. Those who fail on first attempt must enroll in a minimum of three additional units per advisement.

Program B

A. Required Courses (12 Units)

- (3) ED 250 Educational Research
- (3) ED 251 Education for a Democratic, Pluralistic Society
- (3) ED 252 Principles of Curriculum
- (3) EDS 297 Current Issues in Special Education

B. Other Course Requirements (12 units)

- Courses in special education, supporting fields and research design, approved by a special education advisor.
- Writing Proficiency Examination

C. Culminating Requirements (6 units)

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

Projects/Thesis, EDS 298, and Special Problems courses require the student to file and have approved a Reservation Form for that course by the last day of instruction, two semesters prior to the semester of enrollment. If approved, an Approval Sheet (Projects/Thesis) or a petition (Special Problems) is required to be on file prior to being able to register. Enrollment in the culminating experience may occur only after Advancement to Candidacy. See Guide to Graduate Studies for the preparation and submission of Master's Thesis or Project. All forms may be obtained in the Department office, ED-437.

This graduate degree program is subject to general university and departmental requirements. These requirements are explained in the "Graduate Studies" section of the CSUS Catalog.

CREENTIAL PROGRAMS

Requirements

Specialist Teaching Credentials in the areas of Learning Handicapped and Severely Handicapped are offered. Unique to these programs is their field-based competency method of teaching in clinical and school settings. Students have the opportunity to experience most teaching situations and problems in a natural setting. Training includes the skill sequences, assessment/diagnostic techniques, and developmental/remedial instructional techniques involved in the areas of language and communication, reading, mathematics, writing, handwriting, spelling, and social and family living skills.

The Learning Handicapped Specialist Credential Program requires completion of 42 units of coursework; the Severely Handicapped Specialist Program requires completion of 41 units. Both programs require completion with a minimum 3.0 grade point average. Unless advisor approval is attained, each level of courses is prerequisite to the courses in the next level. For student teaching an application is required to be filed in the Department office no later than February 15 for the Fall semester and September 15 for the Spring Semester.

Students should note that credential requirements are continually reviewed by the Legislature and the Commission on Teacher Credentialing, and are subject to change. Current requirements can be verified in the Department.

Courses in parentheses are prerequisites.

Learning Handicapped Credential

Courses for this credential take into account the authorized populations under this credential: primarily, Educable Mentally Retarded, Learning Disabled and Seriously Emotionally Disturbed.

A. Required Courses (42 units)

1. Level I

- (3) EDS 200A-B Foundations of Special Education
- (3) EDS 201 Legal Aspects of Special Education

2. Level II

- (3) EDS 202 Consultation Skills in Inclusive & Supportive Educational Environments
- (3) EDS 271A-B Assessment Strategies for Students with Mild/Moderate Learning Needs
- (3) EDS 272A-B Instructional Design & Strategies I: Students with Mild/Moderate Learning Needs in Language Arts & Affective Domain Curriculum
- (3) EDS 273A-B Instructional Design & Strategies II: Students with Mild/Moderate Learning Needs in Transitional & Core Content Curriculum
- (3) EDS 274A-B Behavior Management in Inclusive & Supportive Educational Environments
- (3) EDS 292A-B Cultural & Linguistic Diversity in Inclusive & Supportive Environments
- (6) Electives
(Optional in Levels I, II, or III)

3. Level III

- (12) EDS 472 Student Teaching: Students with Mild/Moderate Learning Needs

Severely Handicapped Credential

Courses for this credential take into account the basic set of required competencies for teaching pupils who are Developmentally Disabled, Multiply Handicapped, Seriously Emotionally Disturbed, and Autistic.

A. Required Courses (41 units)

1. Level I

- (3) EDS 200A-B Foundations of Special Education
- (3) EDS 201 Legal Aspects of Special Education
- (3) EDS 202 Consultation Skills in Inclusive/Supportive Educational Environments
- (3) EDS 292A-B Cultural & Linguistic Diversity in Inclusive/Supportive Educational Environments

2. Level II

- (4) EDS 210A-B Assessment Strategies, Assistive Technologies & Positioning Techniques for Students with Moderate/Severe Learning Needs
- (3) EDS 213A-B Communication Development & Skills for Students with Moderate/Severe Learning Needs
- (3) EDS 215 Behavior Management — Severely Handicapped Pupils
- (3) EDS 226A-B Instructional Design & Strategies I: Early Childhood Education for Students with Moderate/Severe Learning Needs
- (3) EDS 230A-B Instructional Design & Strategies II: Transition Curriculum & Independent Life Skills for Students with Moderate/Severe Learning Needs
- (3) Elective

3. Level III

- (10) EDS 412 Student Teaching: Students with Moderate/Severe Learning Needs
- OR
- EDS 421 Internship: Students with Moderate/Severe Learning Needs

Multiple Subject Learning Handicapped Joint Credential Program

The School of Education instituted this award-winning joint credential program in Spring 1987. Students completing the program earn two teaching credentials: Multiple Subject (MS) and Learning Handicapped (LH) Specialist. The joint program integrates the content of the two traditional credential programs and consists of 62 units of study sequenced over four semesters. The traditional MS program consists of 35 units with most students completing in three semesters. The traditional LH program consists of 42 units which may be completed in three semesters of intensive study. Thus, the joint program is shorter by at least two semesters in the training of special educators. Students are eligible for the MS credential following successful completion of the third semester of the joint program; students earn the LH credential following successful completion of the fourth and final semester.

The program admits students each Fall semester. Admission procedures and criteria, requirements for continuing in program, the appeal process and advising policy are the

same as in any basic teaching credential program. Further information may be obtained from the Teacher Preparation Program Office (ED-216).

A. Required Courses (62 units)

1. Semester I

- (3) EDS 280 Legal Aspects & Socio-Humanistic Factors in Education
- (3) EDS 281 Introduction to Learning, Multicultural Issues in Education, and Foundations of Special Education
- (3) EDS 282 Behavior Management in the Classroom
- (6) EDS 283 Language & Literacy in General & Special Education

2. Semester II

- (3) EDS 202 Consultation Skills in Inclusive & Supportive Educational Environments
- (3) EDS 284 Assessment in Education
- (6) EDS 285 Curriculum & Instruction in Math, Science & Computers (Team Taught)
- (1) EDS 380 Seminar I on Issues of General & Special Education Student Teaching
- (5) EDS 480 Field Practicum in Regular & Special Education Programs

3. Semester III

- (3) EDS 286 Social Sciences & Career Awareness
 - (1) EDTE 307 Seminar in Problems of Teaching-A
 - (10) EDTE 420B Student Teaching: MS Credential
- Note:** Multiple Subject Credential Earned

4. Semester IV

- (12) EDS 472 Student Teaching II: Students with Mild/Moderate Learning Needs
 - (3) Elective
- Note:** Learning Handicapped Specialist Credential Earned

Multiple Subject Severely Handicapped Combined Credential Program

The Multiple Subject/Severely Handicapped (MS/SH) Combined Credential Program integrates the content of the two traditional credential programs and consists of 65 units sequenced over four semesters. The traditional MS program consists of 35 units with most students completing in three semesters, the traditional SH program consists of 41 units which may be completed in three semesters of intensive study. The combined program is shorter by at least two semesters in the training of special educators. Students are eligible for the MS credential following successful completion of the third semester of the combined program; students earn the SH credential following successful completion of the fourth and final semester.

The program admits students in Fall only (F'97), **once every two years**. Admission procedures and criteria, requirements for continuing in program, the appeal process and advising policy are the same as in any basic teaching credential program. Further information may be obtained from the Teacher Preparation Program Office (ED-216).

A. Required Courses (65 units)

1. Semester I

- (3) EDS 210A-B Assessment Strategies, Assistive Technologies & Positioning Techniques for Students with Moderate/Severe Learning Needs
- (3) EDS 220 Foundations of Learning, Multicultural & Special Education
- (6) EDS 221 Curriculum & Instruction in Math, Science & Computers
- (3) EDS 215 Behavior Management – Severely Handicapped Pupils **OR** EDS 222 Behavior Management in Teacher Education & Special Education

2. Semester II

- (3) EDS 202 Consultation Skills in Inclusive & Supportive Educational Environments
- (3) EDS 224 Legal Aspects & Socio-Humanistic Factors in Education
- (3) EDS 225A-B Language & Literacy I: Teacher Education
- (5) EDS 420 Student Teaching: Teacher Education/SDC-SH (Elementary School Site)

3. Semester III

- (3) EDS 226A-B Instructional Design & Strategies I: Early Childhood Education for Students with Moderate/Severe Learning Needs
- (3) EDS 227 Social Science in Teacher & Special Education
- (3) EDS 228A-B Language & Literacy II: Teacher Education & Applications for Students with Moderate/Severe Learning Needs
- (1) EDTE 307 Seminar in Problems of Teaching-A
- (10) EDTE 420B Student Teaching: MS Credential

Note: Multiple Subject Credential Earned

4. Semester IV

- (3) EDS 230A-B Instructional Design & Strategies II: Transition Curriculum & Independent Life Skills for Students with Moderate/Severe Learning Needs
- (3) EDS 231 Clinical Seminar on Students with Moderate & Severe Disabilities
- (10) EDS 412 Student Teaching: Students with Moderate/Severe Learning Needs **OR** EDS 421 Internship: Students with Moderate/Severe Learning Needs

Note: Severely Handicapped Credential Earned

SERIOUS EMOTIONAL DISTURBANCE AUTHORIZATION

Students interested in teaching pupils with a serious emotional disturbance (SED) need to obtain an application from the Department office (ED-437). If accepted, they may pursue an SED Authorization as part of their training with the Learning Handicapped Specialist (LH) or Multiple Subject/Learning Handicapped (MS/LH) Credential Programs. To qualify for certification through CSU, Sacramento, the following requirements must be met:

- possession of a valid Multiple Subject or Single Subject Education Credential
- possession of a valid Learning Handicapped (LH) Specialist Credential

- completion of the coursework listed below or the equivalent courses taken at another institution with an approved Special Education Credential program (a minimum of 3 units must be taken at CSUS):
 - (3) EDS 276 Education of Students with Emotional and Behavioral Disorders
 - (3) EDS 277 Advanced Seminar in Special Education: Serious Emotional/Disturbance (EDS 276; Corequisite: EDS 472E)
 - (3) EDS 472E Student Teaching: Serious Emotional Disturbance (Corequisite: EDS 277)

Note: Students in the SH and MS/SH programs are encouraged to consider pursuing SED coursework as a complement to their program.

CLEAR RESOURCE SPECIALIST CERTIFICATE OF COMPETENCE

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.

Students interested in obtaining a Resource Specialist Certificate need to obtain an application from the Department office (ED-437) and be notified of acceptance prior to enrolling in EDS 203.

To qualify for certification through CSU, Sacramento, 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)
- completion of the coursework 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 CSUS):
 - (3) EDS 201 Legal Aspects of Special Education
 - (3) EDS 202 Consultation Skills in Inclusive & Supportive Educational Environments
 - (3) EDS 203 Resource Specialist Program: The Management & Delivery of Services (EDS 201,202)
- field experience: student teaching in special education or equivalent teaching experience (written verification required)

MASTER OF SCIENCE COUNSELING

Admission Requirements

Admission as a classified graduate student in Vocational Rehabilitation Counseling or School Psychology Counseling option, requires:

- a baccalaureate degree **and**
- 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
- for Vocational Rehabilitation Counseling option, the following courses:
 - (3) EDC 170 Introduction to the Field of Counseling
 - (1) EDC 171A Multicultural/Ethnic Series: Asian Americans
 - (1) EDC 171B Multicultural/Ethnic Series: Native Americans
 - (1) EDC 171C Multicultural/Ethnic Series: Latinos
 - (1) EDC 171D Multicultural/Ethnic Series: African Americans
 - (3) PSYC 168 Abnormal Psychology
- for School Psychology option, the following courses:
 - (3) PSYC 117 Drugs & Behavior
 - (3) PSYC 168 Abnormal Psychology
 - (3) EDS 100 Education of Exceptional Children **OR** EDS 101 Education of Exceptional Youth
 - (3) EDC 170 Introduction to Counseling
 - (1) EDC 171A Multicultural/Ethnic Counseling: Asian Americans
 - (1) EDC 171B Multicultural/Ethnic Counseling: Native Americans
 - (1) EDC 171C Multicultural/Ethnic Counseling: Latinos
 - (1) EDC 171D Multicultural/Ethnic Counseling: African Americans
 - (3) EDTE 103 Tutoring Children **OR** One year of experience as a teacher or two years of experience as a teacher's aide

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 should first contact an advisor in either the Vocational Rehabilitation or School Psychology Counseling area as appropriate.

Students must apply by April 1 for the following Fall or October 1 for Spring. All students, including CSUS graduates, must file the following with the CSUS Admission Office:

- an application for admission and a supplemental application for graduate admission (Forms A & B in the CSU application booklet)
- one set of official transcripts from all colleges and universities attended, *other than CSUS*

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

- the appropriate program's application (available in Room 437, Education Building)
- three letters of reference (forms attached to program application)
- one set of transcripts, *including CSUS* (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 **and**
- completed all Degree Requirement Prerequisites (see Degree Requirements) **and**
- completed at least 6 units in the graduate program with a minimum 3.0 grade point average, including at least one course at the 200 level **and**
- passed the English Writing Proficiency requirements

Advancement to Candidacy forms are available in the Department office and the Graduate Center. 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 Graduate Center for approval.

Vocational Rehabilitation Counseling Option

The Master of Science in Counseling with an option in Vocational Rehabilitation Counseling offers students the opportunity to gain several specialized skills for working with disabled individuals. This program is accredited by the Council on Rehabilitation Education through the 2002-03 academic year. 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 disabled individuals 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.

Strengths of the program include outstanding field placements, the availability of specialized training in working with specific populations of disabled individuals such as the hearing impaired, 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.

The Master of Science Degree in Counseling with an option in Vocational Rehabilitation Counseling is part of a combined program between the Department of Counselor

Education and the Department of Special Education, Rehabilitation, and School Psychology. Students interested in other areas of Counseling should also refer to Counselor Education listings in the CSUS Catalog and the Counselor Education program guide.

Degree Requirements

The Master of Science in Counseling, Vocational Rehabilitation option, requires completion of 60 units of coursework with a minimum 3.0 grade point average. A minimum of 21 of these units must be taken in residence at CSUS. 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.

A. Counseling Core (17 units)

- | | | |
|-----|---------|--|
| (3) | ED 250 | Educational Research |
| (4) | EDC 210 | Multicultural/Ethnic Counseling (EDC 171A, 171B, 171C, 171D) |
| (2) | EDC 216 | Counseling Theory |
| (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 | Psych/Soc/Med Aspects |
| (3) | EDS 260B | Psych/Soc/Med Aspects |
| (3) | EDS 262 | Seminar in Counseling: Job Placement |
| (3) | EDS 263 | Case Practices in VRC (EDC 170) |
| (3) | EDS 264 | Seminar in Counseling: Work Evaluation |
| (3) | EDS 460 | Practicum in Individual Counseling/VRC |
| (15) | EDS 461 | Field Study in Counseling/VRC |
| (3) | EDS 462 | Supervised Field Observations in Rehabilitation Counseling |

C. Culminating Requirement (0-6 units)

Select one of the following:

- | | | |
|-------|---------|---|
| (4-6) | EDS 560 | Master's Thesis — Counseling/VRC |
| (1-3) | EDS 561 | Master's Project — Counseling/VRC |
| (3) | EDS 569 | Special Problems — Counseling/VRC |
| (0) | | Comprehensive Examination (oral or written) |

D. Electives (2-8 units)

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

Projects/Thesis and Special Problems courses require the student to file and have approved a Reservation Form for that course by the last day of instruction, two semesters prior to the semester of enrollment. If approved, an Approval Sheet (Project/Theses) or a petition (Special Problems) is required to be on file prior to registering. Registration for these courses occurs during late registration in the Department office. Enrollment in the culminating experience may occur only after Advancement to Candidacy. See Guide to Graduate Studies for the preparation and submission of Master's Thesis or Project. All forms may be obtained in the Department office, ED-437.

Prior to graduation, an application for graduation must be filed in the Graduate Center office by the deadline date published in the Schedule of Classes. In addition, all coursework leading to this Master's Degree must be completed within a seven-year period.

School Psychology Option

The Master of Science in Counseling with an option in School Psychology offers trainees the opportunity to gain skills in working with students, teachers, and parents in the school setting. Graduates of the MS in Counseling, School Psychology Option are eligible for the Basic Pupil Personnel Services Credential offered by the California Commission on Teacher Credentialing (CTC). With some additional coursework in special education, graduates also may be recommended to CTC for the School Psychology Endorsement. Possession of the MS in Counseling, School Psychology Option and the 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, a one year field placement in the public schools, and instruction by faculty who hold school psychology credentials.

The Master of Science Degree in Counseling with an option in School Psychology is part of a combined program between the Department of Counselor Education and the Department of Special Education, Rehabilitation, and School Psychology. Students interested in other areas of counseling also should refer to Counselor Education listings in the CSUS Catalog and to the Counselor Education program guide.

Degree Requirements

The Master of Science in Counseling, School Psychology option, requires completion of 55 units of coursework with a minimum 3.0 grade point average. A minimum of 21 of these units must be taken in residence at CSUS. 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.

A. Counseling Core (19 units)

- (3) ED 250 Educational Research
- (3) EDC 210 Multicultural/Ethnic Counseling (EDC 171A, 171B, 171C, 171D)
- (2) EDC 216 Counseling Theory
- (2) EDC 280 Practicum in Communication (Corequisite: EDC 216)
- (3) EDS 248 Human Development & Learning
- (3) EDS 271A-B Assessment Strategies for Students with Mild/Moderate Learning Needs
- (3) EDS 296 Experimental Offerings in Education (See Program Advisor for specific offering)

B. School Psychology Core (30 units)

- (3) EDS 140 Introductory Behavioral Statistics
- (3) EDS 240 Observing, Recording & Evaluating Behavior
- (3) EDS 241 Counseling & Psychotherapy for School Psychologists (Corequisite: EDS 440)

- (3) EDS 242 Cognitive Assessment
- (3) EDS 244 Pathology & Personality Assessment
- (3) EDS 245 Seminar in Program Development & Evaluation
- (3) EDS 246 Seminar in Preventive Intervention
- (3) EDS 247 Assessment of Special Needs
- (3) EDS 440 Practicum in Individual Counseling/School Psychology
- (3) Select one of the following:
 - EDS 249 Special Seminar: Counseling/School Psychology
 - EDS 540 Master's Thesis: Counseling/School Psychology
 - EDS 541 Master's Project: Counseling/School Psychology

C. Special Education Core (6 units)

- (3) EDS 201 Legal Aspects of Special Education
- (3) Select one of the following:
 - EDS 203 The Resource Specialist Program: Management & Delivery of Services
 - EDS 215 Behavior Management — Severely Handicapped Pupils
 - EDS 272A-B Instructional Design & Strategies I: Students with Mild/Moderate Learning Needs in Language Arts & Affective Domain Curriculum
 - EDS 273A-B Instructional Design & Strategies II: Students with Mild/Moderate Learning Needs in Transitional & Core Content Curriculum
 - EDS 274A-B Behavior Management in Inclusive & Supportive Educational Environments
 - EDS 296F Cognitive Learning Strategies

Projects/Thesis and Special Problems courses require the student to file and have approved a Reservation Form for that course by the last day of instruction, two semesters prior to the semester of enrollment. If approved, an Approval Sheet (Project/Thesis) or a petition (Special Problems) is required to be on file prior to being able to register. Registration for the above-mentioned courses occurs during late registration in the Department office. Enrollment in the culminating experience may occur only after Advancement to Candidacy. See Guide to Graduate Studies for the preparation and submission of the Master's Thesis or Project. All forms may be obtained in the Department office, ED-437.

Prior to graduation, an application for graduation must be filed in the Graduate Center by the deadline date published in the Schedule of Classes. In addition, all coursework leading to this Master's Degree must be completed within a seven-year period.

Credential Requirements

The School Psychology credential requires the program outlined for the MS in Counseling School Psychology option, plus the following:

- (6) EDS 243 Assessment Practicum
- (15) EDS 441 Internship in School Psychology

UPPER DIVISION COURSES

Upper division standing required for enrollment in 100-series courses.

100. Education of Exceptional Children. Orientation to concept and practice of mainstreaming as provided in the California Master Plan for Special Education; characteristics of exceptional children and the School's responsibilities in meeting their needs. **Note:** designed to meet the Special Education requirement for a clear multiple subject credential. 3 units.

101. Education of Exceptional Youth. Orientation to concept and practice of mainstreaming as provided in the California Master Plan for Special Education; characteristics of exceptional youth and the School's responsibilities in meeting their needs. **Note:** designed to meet the Special Education requirement for a clear single subject credential. 3 units.

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

150. Beginning American Sign Language. Principles, methods and techniques of manual communication with deaf people using American Sign Language. Emphasis on developing beginning manual communication skills for students who will work with adult deaf person. Basic orientation to the ramifications of deafness. 3 units.

151. Intermediate American Sign Language. Principles, methods and techniques of manual communication with deaf people using American Sign Language. Emphasis on developing intermediate manual communication skills for students who will work with the adult deaf person. Analysis of some ramifications of deafness. **Prerequisites:** EDS 150 or equivalent skill. 3 units.

152. Advanced American Sign Language. Principles, methods and techniques of manual communication with deaf people using American Sign Language. Emphasis on developing advanced manual communication skills for students who will work with adult deaf person. In-depth analysis of the ramifications of deafness. **Prerequisites:** EDS 150, 151 or equivalent. 3 units.

153. Beginning Sign Language: Visual English. Principles, methods and techniques of manual communication with deaf children and adults who use Visual English forms of communication. Emphasis on developing beginning Visual English skills for students who will work with deaf children. Basic orientation to some of the ramifications of deafness. 3 units.

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

199. Special Problems. Individual projects designed especially for students capable of independent study. **Note:** admission by written approval of the instructor and Department Chair. Graded Credit/No Credit. 1-3 units.

GRADUATE COURSES

Graduate standing is required for enrollment in 200-series courses.

200A. Foundations of Special Education. An overview of the historical, philosophical and theoretical foundations of service to the broad range (mild to severe) of students with disabilities. Definitions, eligibility requirements, characteristics and social, cultural and language considerations will be covered with emphasis on issues and current research on effective strategies for coordinated service. Lecture. **Corequisite:** EDS 200B. 2 units.

200B. Foundations of Special Education Lab. Field-based lab practice component of EDS 200A. Lab will be a synthesis and application of course content in a setting serving special education students. **Corequisite:** EDS 200A. Graded Credit/No Credit. 1 unit.

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.

202. Consultation Skills in Inclusive and Supportive Educational Environments. The 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.

203. The Resource Specialist Program: 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. **Prerequisites:** EDS 201, 202 and Special Education Credential. Graded Credit/No Credit. 3 units.

210A. Assessment Strategies, Assistive Technologies, and Positioning Techniques for Students with Moderate/Severe Learning Needs. Formal and informal assessment procedures for appraising severely handicapped pupils. Specific techniques for assessing performance in each of the sensorimotor academic and independent living areas of the curriculum. Systematic observation and recordings, criterion-referenced testing, and norm-referenced testing are included. Information related to augmentative and alternative communication, and assistive devices for students with moderate/severe learning needs will be discussed. Additionally, positioning strategies for students with moderate/severe learning needs will be stressed. Lecture. **Corequisite:** EDS 210B. 3 units.

210B. Assessment Strategies, Assistive Technologies, and Positioning Techniques for Students with Moderate/Severe Learning Needs Lab. Field-based practice lab (45 hours lecture, 30 hours field). Lab will be a synthesis and application of course content in a setting serving special students. **Corequisite:** EDS 210A. Graded Credit/No Credit. 1 unit.

212. Psychoeducational Problems of Exceptional Children: Severely Handicapped. Basic principles of applied behavior analysis with exceptional individuals including: baseline data collection, experimental interventions and evaluation of experimental interventions. Interventions would include specific uses of positive reinforcement, negative reinforcement, extinction, punishment, and differential reinforcement of positive behaviors. History of use and abuse of applied behavior analysis with exceptional populations. Spring only. 3 units.

213A. Communication Development and Skills for Students with Moderate/Severe Learning Needs. Techniques of assessment and evaluation for the selection of communication systems. Experience in relating diagnostic and evaluation data to the selection of objectives, teaching strategies, instructional materials and adaptive equipment in the area of communication skills. Lecture. **Corequisite:** EDS 213B. 2 units.

213B. Communication Development and Skills for Students with Moderate/Severe Learning Needs Lab. Field-based practice lab (30 hours lecture, 30 hours field). Lab will be a synthesis and application of course content in a setting serving special education students. **Corequisite:** EDS 213A. Graded Credit/No Credit. 1 unit.

214. Severely Handicapped Methods I. Assessment, development of educational objectives, and design of instruction for severely handicapped individuals. 3 units.

215. Behavior Management—Severely Handicapped Pupils. Methods of classroom management and counseling severely handicapped individuals and their parents, for the purpose of developing and enhancing adaptive behavior. 3 units.

216. Severely Handicapped Methods II. Evaluation of instructional curriculum, methods, and materials for severely handicapped individuals in special classes and other instructional programs, including infant development, work study, vocational training, and recreation. 3 units.

220. Foundations of Learning, Multicultural and Special Education. Basic psychological elements affecting learning in the classroom, problems involved in teaching culturally and/or linguistically different students, and an overview of the handicapping conditions prevalent among students with severe handicaps. Theory and research will be integrated with classroom experiences. 3 units.

221. Curriculum and Instruction in Math, Science and Computers. Principles underlying a “meaning approach” to mathematics, ways of organizing science education, an overview of microcomputer usage in education, and the applicability of the above procedures and techniques for students with moderate/severe handicaps. 6 units.

222. Behavior Management in Teacher Education and Special Education. Methods of classroom management. Preventive strategies as well as least restrictive management techniques will be stressed along with management models for students with more severe behavior problems. 3 units.

223. Assessment for Students with Moderate and Severe Disabilities. Supervised practice in both the administration and interpretation of formal as well as informal tests and in the techniques of assessment and evaluation. Directed experience in relating diagnostic and evaluation data to the selection of educational objectives, teaching strategies and instructional materials appropriate for the broad range of learners. 3 units.

224. Legal Aspects and Socio-Humanistic Factors in Education. Legal, cultural, and sociological factors that affect the operation of schools. Major emphases will be on: a) legislation, case law, and the education code as these relate to regular education, special education, and multicultural education; b) professional ethics, rights, and responsibilities of teachers in regular, special, and multicultural education; c) collaboration of schools and their communities in establishing effective systems for creating individualized educational plans and least restrictive environments; d) organization and financing of schools. 3 units.

225A. Language and Literacy I: Teacher Education. Component 1: Principles, techniques, procedures, and curricular material for developing reading readiness, reading comprehension, including phonics, and reading interest in silent and oral reading programs. **Component 2:** Principles, techniques, procedures, and curricular material for developing school language arts program; emphasis on listening, speaking and writing; methods, materials and problems related to the purposes underlying an elementary school language program. Lecture. **Corequisite:** EDS 225B. 2 units.

225B. Language and Literacy I: Teacher Education Lab. Field-based practice lab (30 hours lecture, 30 hours field). Lab will be a synthesis and application of course content in a setting serving regular education students. **Corequisite:** EDS 225A. Graded Credit/No Credit. 1 unit.

226A. Instructional Design and Strategies I: Early Childhood Education for Students with Moderate/Severe Learning Needs. The attitudes, knowledge and skills necessary for students with moderate/severe learning needs to be prepared for life before and during school, through 8 years of age. Course content will include the historical background and legislation regarding services for the exceptional (moderate and severe) child; mainstreaming and strategies, methods and resources to which these exceptional children respond. The course will include observations and field study in a variety of situations. Lecture. **Corequisite:** EDS 226B. 2 units.

226B. Instructional Design and Strategies I: Early Childhood Education for Students with Moderate/Severe Learning Needs Lab. Field-based practice lab (30 hours lecture, 30 hours field). Lab will be a synthesis and application of course content in a setting serving special education students. **Corequisite:** EDS 226A. Graded Credit/No Credit. 1 unit.

227. Social Science in Teacher and Special Education. Attitudes, knowledge and skills necessary to help students develop behavior essential for effective citizenship. Additional methods and materials pertaining to the needs of students with moderate and severe handicaps. Discussion, participation in classroom panel discussions, presentations and demonstrations. 3 units.

228A. Language and Literacy II: Teacher Education and Applications for Students with Moderate/Severe Learning Needs. Methods and materials for the instruction of students with moderate and severe handicaps in language areas. Competencies will be developed in the knowledge of methods and materials related to the teaching of reading, writing, communication, language, spelling and handwriting for these students. An emphasis will be on applied knowledge of skills sequence in language areas. Individual Critical Skills Model and communication skills training will be addressed. Alternative and augmentative communication devices will also be explored. Lecture. **Corequisite:** EDS 228B. 2 units.

228B. Language and Literacy II: Teacher Education and Applications for Students with Moderate/Severe Learning Needs Lab. Field-based practice lab (30 hours lecture, 30 hours field). Lab will be a synthesis and application of course content in a setting serving regular and special education students. **Corequisite:** EDS 228A. Graded Credit/No Credit. 1 unit.

229. Consultation Skills in Special Education: Moderate and Severe Disabilities. Development of consultation skills with other adults in regular and special education: parents, administrators, teachers, aides, service personnel and agencies. Topics include: communication skills, conflict management techniques, working with paraprofessionals, stress management techniques, crosscultural factors that effect communication and conflict, special concerns of families with exceptional children. Class sessions emphasize case studies and role playing. 3 units.

230A. Instructional Design and Strategies II: Transition Curriculum and Independent Life Skills for Students with Moderate/Severe Learning Needs. The attitudes, knowledge and skills necessary for older students with moderate and severe learning needs to be prepared for life during/after school. Techniques for infusing career education into the curriculum and strategies for transition will be presented. Development and implementation of: community living skills, social behavior, daily living and recreation skills. **Corequisite:**

230B. Instructional Design and Strategies II: Transition Curriculum and Independent Life Skills for Students with Moderate/Severe Learning Needs Lab. Field-based practice lab

non-reactive observations, establishing a baseline, and evaluation of data. Methods appropriate for assessment of children will be emphasized. 3 units.

241. Counseling and Psychotherapy for School Psychologists.

An 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.

242. Cognitive Assessment. Course 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. 3 units.

243. Assessment Practicum. Administration, scoring, and interpretation of tests taught in EDS 242, 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:** this course will be taken concurrently with EDS 242, 244, and 247. May be repeated twice. Graded Credit/No Credit. 3 units.

244. Pathology and Personality Assessment. Course teaches currently methods of assessing personality function: Human Figure Drawings, Bender-Visual Motor Gestalt, problem check lists, surveys, behavioral rating scales. Rorschach, MMPI, and other techniques will be examined. 3 units.

245. Seminar in Program Development and Evaluation.

Theoretical and practical bases of planning and designing a program to evaluate different types of educational and/or curriculum products and learning processes. **Prerequisites:** approval as a candidate in the School Psychology program and permission of instructor. 3 units.

246. Seminar in Preventive Interventions. Study and application of various interventions with teachers which are designed to help the teacher prevent school failure and/or learning and behavior disorders. Methodology of identifying pupils who are experiencing academic and/or other problems which interfere with school functioning, and intervention techniques designed to remediate or ameliorate these problems. **Prerequisites:** approval as a candidate in the School Psychology program and permission of instructor. 3 units.

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.

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. Course includes analysis of theories, empirical research and current issues in human development and learning as applied to school learning. 3 units.

249. Special Seminar: Counseling/School Psychology. Individual projects or directed reading. **Note:** open only to the student who has the approval of the faculty member under whom the individual work is to be conducted, the approval of the student advisor, and approval of the Chair of the Department. Graded Credit/No Credit. 1-3 units.

260A. Psychological, Social, and Medical Aspects of Disability. The 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. 3 units.

260B. Psychological, Social, and Medical Aspects of Disability.

This is a two-part course. Both EDS 260A and 260B are required. EDS 260A is not a prerequisite for 260B. EDS 260A offered Fall only. EDS 260B offered Spring only. 3 units.

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

263. Case Practices in Vocational Rehabilitation Counseling.

The formulation of individual rehabilitation plans as a joint foster-counselor process; rehabilitation case records used to foster understanding of the disabled client and his problems. **Prerequisites:** EDC 170 and approval as a candidate for the MS Degree in vocational rehabilitation counseling. 3 units.

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.

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.

271A. Assessment Strategies for Students with Mild/Moderate Learning Needs.

Supervised practice in both the administration and interpretation of formal tests and in the techniques of assessment and evaluation. Directed experience in relating diagnostic and evaluation data to the selection of educational objectives, teaching strategies and instructional materials in relation to pupils in LH programs and also multicultural and/or Limited English Proficient (LEP) students in these programs. **Corequisite:** EDS 271B. Lecture. 2 units.

271B. Assessment Strategies for Students with Mild/Moderate Learning Needs Lab.

Field-based practice lab (30 hours lecture, 30 hours field). Lab will be a synthesis and application of course content in a setting serving special education students. **Corequisite:** EDS 271A. Graded Credit/No Credit. 1 unit.

272A. Instructional Design and Strategies I: Students with Mild/Moderate Learning Needs in Language Arts and Affective Domain Curriculum.

Methods and materials in the language skills areas for students who manifest learning handicaps. Competencies will be developed in the areas of reading, writing, language, spelling and handwriting for the pupil in a LH program. Components of the affective domain and methodology/materials for multicultural and/or Limited English Proficient (LEP) students in these programs related to academic success will also be presented. **Corequisite:** EDS 272B. Lecture. 2 units.

272B. Instructional Design and Strategies I: Students with Mild/Moderate Learning Needs in Language Arts and Affective Domain Curriculum Lab.

Field-based practice lab (30 hours

lecture, 30 hours field). Lab will be a synthesis and application of course content in a setting serving special education students.

Corequisite: EDS 272A. Graded Credit/No Credit. 1 unit.

273A. Instructional Design and Strategies II: Students with Mild/Moderate Learning Needs in Transitional and Core Content Curriculum.

Methods and materials in various academic, vocational and independent living skill areas for students with mild/moderate learning needs. Competencies will be developed in the areas of mathematics, science, social studies, pre-/and vocational, and independent living skills for the LH program student. Components of transition and methodology/materials for multicultural and/or Limited English Proficient (LEP) students in these programs related to academic success will also be presented. Lecture. **Corequisite:** EDS 273B. 2 units.

273B. Instructional Design and Strategies II: Students with Mild/Moderate Learning Needs in Transitional and Core Content Curriculum Lab.

Field-based practice lab (30 hours lecture, 30 hours field). Lab will be a synthesis and application of course content in a setting serving special education students. **Corequisite:** EDS 273A. Graded Credit/No Credit. 1 unit.

274A. Behavior Management in Inclusive and Supportive Educational Environments.

Methods of classroom management for teachers of pupils with learning handicaps. Preventive strategies as well as least restrictive management techniques will be stressed along with management models for students with more severe behavior problems. Lecture. **Corequisite:** EDS 274B. 2 units.

274B. Behavior Management in Inclusive and Supportive Educational Environments Lab.

Field-based practice lab (30 hours lecture, 30 hours field). Lab will be a synthesis and application of course content in a setting serving special education students. **Corequisite:** EDS 274A. Graded Credit/No Credit. 1 unit.

275. Seminar in Special Education. Focuses on developing competencies in program delivery to the handicapped student in a special day class, Learning Handicapped Specialist Credential authorization. **Corequisite:** EDS 470. 3 units.

276. Education of Students with Serious Emotional and Behavioral Disorders.

Course 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.

277. Advanced Seminar in Special Education: Serious Emotional Disturbance.

Course 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.

280. Legal Aspects and Socio-Humanistic Factors in Education.

An introductory study of the legal, cultural, and sociological factors that affect the operation of schools. Major emphases will be on: a) legislation, case law, and the education code as these relate to regular education, special education, and multicultural

education; b) professional ethics, rights, and responsibilities of teachers in regular, special, and multicultural education; c) collaboration of schools and their communities in establishing effective systems for creating individualized educational plans and least restrictive environments; d) organization and financing of schools. 3 units.

281. Introduction to Learning, Multicultural Issues in Education, and Foundations of Special Education. Component 1:

An introductory study of basic psychological elements affecting learning in the classroom. Class discussions, small group participation, field exercises and presentations to integrate theory with classroom experiences. **Component 2:** A study of the problems involved in assessment and teaching of cultural and/or linguistic minority students. Within this component, the class will explore issues in linguistic and psychological assessment, teaching, research, theory, legal and political aspects, and language development approaches. **Component 3:** An overview of the handicapping conditions prevalent among students in programs for the learning handicapped. The perceptual-motor, academic and personal-social characteristics of pupils whose cognitive and/or behavioral characteristics are of such a nature as to indicate a significant learning handicap. Current research and literature related to pupils with learning handicaps and implications for curriculum and methodology. 3 units.

282. Behavior Management in the Classroom. Methods of classroom management. Preventive strategies as well as least restrictive management techniques will be stressed along with management models for students with more severe behavior problems. 3 units.

283. Language and Literacy in General and Special Education.

Component 1: Principles, techniques, procedures, and curricular material for developing reading readiness, reading skills including phonics, and reading interests in silent and oral reading programs. **Component 2:** Principles, techniques, procedures, and curricular material for developing school language arts program; emphasis on listening, speaking and writing; methods, materials and problems related to the purposes underlying an elementary school language program. 6 units.

284. Assessment in Education. Supervised practice in both the administration and interpretation of formal as well as informal tests and in the techniques of assessment and evaluation. Directed experience in relating diagnostic and evaluation data to the selection of educational objectives, teaching strategies and instructional materials appropriate for the broad range of learners. 3 units.

285. Curriculum and Instruction in Math, Science, and Computers.

Component 1: Principles underlying a "meaning approach to mathematics; procedures and techniques in developing the child's understanding of mathematics and his/her skill in computation. **Component 2:** Ways of organizing science education at the various elementary grade levels; demonstration techniques provided by laboratory experience. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations. Meets state general education requirement in fire prevention. 6 units.

286. Social Sciences and Career Awareness. Component 1:

A study of the attitudes, knowledge and skills necessary to help children develop behavior essential for effective citizenship; station objectives, organizing a course of study, methods of teaching. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations. **Component 2:** A study of the attitudes, knowledge and skills necessary for children and youth to be prepared for life after school. Techniques for infusing career education into the curriculum, for career

development and guidance, and strategies for transition will be presented. 3 units.

287. Consultation Skills in Education. Development of consultation skills with other adults in regular and special education: parents, administrators, teachers, aides, service personnel. Topics include: communication skills, conflict management techniques, stress management techniques, crosscultural factors that effect communication and conflict, special concerns of families with exceptional children. Class sessions emphasize case studies and role playing. 3 units.

290. Issues in Early Childhood Education for Children with Disabilities. An 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. Course requires observations/field study in settings serving young children with disabilities. 3 units.

291. Microcomputers in Special Education. This course will offer an overview of microcomputer 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. 3 units.

292A. Cultural and Linguistic Diversity in Inclusive and Supportive Educational Environments. Bilingual Special Education: Basic principles, techniques, procedures, and curricular material involved in teaching culturally and/or linguistically different students in special education settings. Will include some basic psychological elements affecting learning in the classroom, problems involved in teaching culturally and/or linguistically different students of Asian and Latino backgrounds. Lecture. **Corequisite:** EDS 292B. 2 units.

292B. Cultural and Linguistic Diversity in Inclusive and Supportive Educational Environments Lab. Field-based practice lab (30 hours lecture, 30 hours field). Lab will be a synthesis and application of course content in a setting serving special education students. **Corequisite:** EDS 292A. Graded Credit/No Credit. 1 unit.

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

297. Current Issues in Special Education. Courses will examine 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.

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. May be repeated for credit. **Prerequisite:** EDS 297. Graded Credit/No Credit. 3 units.

299. Special Problems. Individual projects at graduate level especially for students capable of independent study. **Note:** admission by written approval of the instructor with whom the

student will be working and the Department Chair. Graded Credit/No Credit. 1-3 units.

380. Seminar I on Issues of General and Special Education Student Teaching. The seminar is designed to pay particular attention to discussion of problems and issues facing the credential candidate during his/her preparation for teaching in elementary classrooms and resource specialist programs. Graded Credit/No Credit. 1 unit.

410. Student Teaching (Severely Handicapped). Student teaching with emphasis on tutoring severely handicapped pupils. **Note:** signature of student's professional education advisor required on application. 160 hours. Graded Credit/No Credit. 5 units.

411. Student Teaching (Severely Handicapped). Student teaching with severely handicapped 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.

412. Student Teaching: Students with Moderate/Severe Learning Needs. Student teaching with students with moderate/severe learning needs. 320 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. Graded Credit/No Credit. 10 units.

420. Student Teaching: Teacher Education/SDC-SH. Students will be placed in an elementary or middle school to train with a team of master teachers—a general education teacher and a SDC-SH teacher. Students are expected to work with math, reading, and language arts groups in the general classroom; work with developmental curriculum in the SDC-SH; to work in the areas of assessment, IEP development, and consultation with parents and other staff; and to work as part of a multidisciplinary team. Graded Credit/No Credit. 5 units.

421. Internship: Students with Moderate/Severe Learning Needs. An internship in a cooperating LEA/District special class or other instructional programs with students with moderate/severe learning needs. Students must meet the criteria for internship to be accepted to this course. **Note:** to be used in lieu of "EDS 412 Student Teaching: SH." Ten units, approximately 320 hours, is required to meet competencies. Interns electing to work with students who have serious emotional and behavioral disorders must take the prerequisite EDS 276 and register concurrently for EDS 277. Graded Credit/No Credit. 10 units.

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

441. Internship in School Psychology. Directed field study for school psychologists. Supervised experiences are arranged in school psychology. Fifty hours of experience required for each unit of credit. **Prerequisites:** approval as a candidate in the School Psychology program, completion of courses required for the School Psychology credential, approval of advisor, and Department petition. May be repeated once for credit. Graded Credit/No Credit. 3-9 units.

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

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. **Prerequisites:** 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.

462. Supervised Field Observation Rehabilitation Counseling. Required of all first year rehabilitation counseling students without past experience in a rehabilitation setting. Students will spend one day per week in a variety of community rehabilitation facilities. **Note:** open to unclassified graduate students on a space available basis. Graded Credit/No Credit. 3 units.

470. Student Teaching I: Students with Mild/Moderate Learning Needs. Student teaching with an emphasis on the individualized instructional programs of students with mild/moderate learning needs. Included is one-to-one and small group specialized instruction. **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 forms. Graded Credit/No Credit. 5 units, 160 hours.

471. Student Teaching (Learning Handicapped). Student teaching in special class or other instructional programs with learning handicapped pupils. **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. 160 hours. A total of 10 units is required. Graded Credit/No Credit. 5 units.

472. Student Teaching II: Students with Mild/Moderate Learning Needs. Student teaching in special class or other instructional programs with mild/moderate learning needs. **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. 320 hours. Graded Credit/No Credit. 10-12 units.

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.

480. Field Practicum in Regular and Special Education Programs. First-semester field placement for students enrolled in the Joint MS/LH Credential Program. Students will be placed in an elementary or middle school to train with a team of master teachers—a regular education teacher and a resource teacher. Students are expected, at a minimum, to work with math, reading and language arts groups in the resource room and in the regular classroom; to work in the areas of assessment, IEP development, and consultation with parents and other staff; to work as part of a multidisciplinary team. Graded Credit/No Credit. 5 units.

500. Master of Arts Thesis: Special Education. Credit given upon successful completion of a thesis approved for the Master's degree. **Note:** open only to graduate students who are advanced to candidacy for the Master's degree and who secure permission of the Department Chair two semesters prior to registration. Units of credit determined in consultation with thesis sponsor. **Prerequisite:** EDS 297. Graded Credit/No Credit. 3-6 units.

501. Master of Arts Project: Special Education. Credit given upon successful completion of a project that integrates research with development of a product related to instruction of persons with disabilities. **Note:** open only to the graduate student who has been advanced to candidacy for the Master's degree and who secures permission of the Department Chair two semesters prior to registration. Units of credit determined in consultation with project sponsor. **Prerequisite:** EDS 297. Graded Credit/No Credit. 3-6 units.

540. Master's Thesis: Counseling/School Psychology (Plan A). Credit given upon successful completion of a thesis approved for the master's degree. **Note:** open only to the graduate student who has been advanced to candidacy for the master's degree. Number of units of credit is determined by the candidate's master advisory committee. Graded Credit/No Credit. 4-6 units.

541. Master's Project: Counseling/School Psychology (Plan B). Credit given upon successful completion of a project approved for the master's 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. Graded Credit/No Credit. 1-4 units.

560. Master's Thesis: Counseling/VRC (Plan A). Credit given upon successful completion of a thesis approved for the master's degree. **Note:** open only to the graduate student who has been advanced to candidacy for the master's degree. Number of units of credit is determined by the candidate's advisor. Graded Credit/No Credit. 4-6 units.

561. Master's Project: Counseling/VRC (Plan B). Credit given upon successful completion of a project approved for the master's degree. **Note:** open only to the graduate student who has been advanced to candidacy for the master's degree. Number of units of credit is determined by the candidate's advisor. Graded Credit/No Credit. 1-3 units.

569. Special Problems: Counseling/VRC. Individual projects or directed reading. **Note:** open only to the student who has the approval of the faculty member under whom the individual work is to be conducted, the approval of the student's advisor, and the approval of the Chair of the Department. Graded Credit/No Credit. 1-3 units.