

Counseling and Special Education

The Department

The Department of Counseling and Special Education offers programs and master's degrees in the areas of counseling, rehabilitation counseling, and special education. The programs utilize the services and facilities of community agencies and school districts within the university service area.

Counseling. Three master's degrees are available in the field of counseling: the Master of Arts in Education with an option in counseling and student services; the Master of Science in Counseling with an option in marriage and family therapy; and the Master of Science in Rehabilitation Counseling.

The M.A. degree in Education is a 30-unit program for individuals seeking advanced preparation for careers in school counseling (grades K-12) or student services in higher education.

The M.S. in Counseling degree is a 60-unit program designed for persons who desire professional preparation for the practice of marriage and family therapy in agency or private settings.

The M.S. in Rehabilitation Counseling is a 60-unit program designed for persons who desire professional preparation to work in agency or private settings assisting those who are physically, mentally, or emotionally disabled to reach optimal occupational, personal, and social adjustment.

The Pupil Personnel Services Credential Program is a 42-unit program that provides preparation for individuals who desire to function as school counselors in grades K-12.

Special Education. The Special Education program offers the Preliminary Level I Education Specialist Credential in Mild/Moderate and Moderate/Severe Disabilities in a basic program format, an internship format, and a dual certification program (known as the TIES Program), which leads to the Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities *and* the Multiple Subjects Credential.

The Special Education Program also offers the Professional Level II Education Specialist Credential in Mild/Moderate and Moderate/Severe Disabilities. Students must complete the Professional Level II credential program within five years of completion of the Level I credential program. Additionally, the program offers the Master of Arts degree in Special Education, which may be taken while pursuing the Professional Level II credential program.

Career Opportunities

Completion of the Pupil Personnel Services Credential and the M.A. in Education with an option in counseling and student services qualifies graduates to work in a public school setting or at the community college or university level in the areas of counseling and student services.

Completion of the M.S. in Counseling with an option in marriage and family therapy may qualify graduates for employment in private or agency counseling practices, county mental health programs, employee assistance programs, drug and alcohol abuse centers, and hospital mental health settings. The M.S. in Counseling with an option in marriage and family therapy may fulfill the educational requirements for the state of California Marriage and Family Therapist License. Since this program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), MFT students are qualified to take the National Certified Counselor Exam upon graduation. This national examination is being used as the written portion of the professional counselor licensing process in more than 35 states.

Persons completing the M.S. in Rehabilitation Counseling may become employed in a variety of work settings including state and federal vocational rehabilitation programs, sheltered workshops, medical rehabilitation centers, private practice, drug and alcohol abuse rehabilitation programs, county and private mental health programs, community college and university disabled student programs, industry alcohol/industrial accident/employee assistance programs, and insurance company rehabilitation programs. Students in the M.S. in

School of Education
and Human Development

Department of Counseling and Special Education

H. Dan Smith, *Chair*

Education Building, Room 350
(559) 278-0340

<http://129.8.31.71/departments/cse/counsped.html>

M.A. in Education

Option: Counseling
and Student Services

Pupil Personnel Services Credential

M.S. in Counseling
Option: Marriage and Family
Therapy

M.S. in Rehabilitation Counseling

Criminal Justice Counseling Specialist Certificate of Advanced Study

M.A. in Special Education

Credential programs:

Preliminary Level I (*including Special Education Internship Program*)
and Professional Level II Education
Specialist Credential in Mild/Moderate
and Moderate/Severe Disabilities

Rehabilitation Counseling program may, during their final semester of study, qualify to take the exam to become a Certified Rehabilitation Counselor (CRC).

Persons completing the Education Specialist Credential in Mild/Moderate and Moderate/Severe Disabilities may seek employment in public or private school programs, clinics, special schools, resource classrooms, educational programs, residential facilities, hospitals, and other agencies serving persons with special needs.

Education — Counseling and Special Education

Faculty

H. Dan Smith, *Chair*, (559) 278-0340

Ronald S. Kiyuna, *Coordinator of Counselor Education*, (559) 278-0329

Albert Valencia, *Coordinator of Pupil Personnel Services/Student Services*, (559) 278-0283

Charles Arokiasamy, *Coordinator of Rehabilitation Counseling*, (559) 278-0325

Diane R. Robert H.

Gehart-Brooks Monke

Dana Caseau Hong Shen

Sari H. Dworkin E.W. "Bud"

Deanna Stude

Evans-Schilling Colleen Torgerson

Juan C. Garcia

Christopher F. Lucey

Credential

Program Requirements

The Department of Counseling and Special Education offers postbaccalaureate programs leading to credentials in the fields of counseling and special education. Credential programs include: *Counseling*: Pupil Personnel Services Credential; *Special Education*: Preliminary Level I Education Specialist Credential in Mild/Moderate and Moderate/Severe Disabilities (including Special Education Internship Program) and the Professional Level II Education Specialist Credential in Mild/Moderate and Moderate/Severe Disabilities.

Application Deadlines

University Admission. University deadlines for graduate admission applications normally are set during the semester prior to anticipated program enrollment. (Deadlines occur during April or May for fall enrollment and October or November for spring enrollment.) The university may extend admission deadlines if anticipated enrollment targets are not met. For specific deadlines, applicants need to check with the Admissions Office, Joyal Administration Public Contact Window, or call (559) 278-6283.

SOEHD Admission. All SOEHD admission materials required for full admission (Classified Standing) are to be submitted to the graduate technician in the Teacher Preparation and Services Center, ED 100, no later than 30 days following the deadline for university admission. Students submitting all application material within these timelines will receive priority consideration for admission. For SOEHD admission



deadlines, contact the Teacher Preparation and Services Center, ED 100, or call (559) 278-0300.

Counseling

Pupil Personnel Services Credential — School Counseling. The Pupil Personnel Services Credential is required to function as a counselor in a public school setting, grades K-12.

Admission Requirements. Applicants for the Pupil Personnel Services Credential must complete the admissions packet as specified in the *General Admission Requirements* in the *Education — Graduate Program* section. In addition to these requirements, applicants must:

1. Include with the admissions packet verification of completion of a counselor education program orientation. In addition, include:
 - a. evidence of having passed the California Basic Educational Skills Test (CBEST)
 - b. a current medical clearance
 - c. a valid Certificate of Clearance to participate in public school field placement activities
2. Complete prerequisite coursework: COUN 174 (Introduction to Counseling) or equivalent.
3. Receive approval through a review by a program faculty committee. Following receipt of the completed packet and the review by program faculty, applicants

will receive written notification regarding admission status.

Program Requirements. Candidates for the Pupil Personnel Services Credential who have been approved by the Program Faculty Review Committee for admission to the program and who want to be recommended for the credential must meet the following program requirements:

1. Complete COUN 150, 200, 201, 202, 203, 206, 208, 220, 240, 241, 242, 249A, 249B.
2. Complete practicum and field practice with a grade of **B** or better.
3. Pass the competency exit review.

Note: Students may not enroll in 200-level courses until their application has been approved by the Program Faculty Review Committee and they have been admitted to the credential program.

Pupil Personnel Services Credential — School Psychology. See *Psychology Department*.

Special Education

New state regulations have significantly changed the credentialing process for special education teachers. It is no longer necessary to first obtain a Single Subject or Multiple Subjects teaching credential before entering the field of special education. Under the new regulations, one must obtain the Preliminary Level I Education Specialist Credential in Mild/Moderate and/or Moderate/Severe Disabilities and within five years receive the Professional Level II Education Specialist Credential.

Preliminary Level I Education Specialist Credential Programs. The Preliminary Level I Education Specialist Credential has two areas of specialization: Mild/Moderate and Moderate/Severe Disabilities. These areas of professional emphasis distinguish the student population with which the candidate seeks to pursue a special education career.

1. *Mild/Moderate Disabilities.* This credential authorizes the provision of services to individuals with mild to moderate disabilities, in grades K through 12, including adults, who may be inefficient learners experiencing difficulties imposing structure on learning tasks. They may display delays in intellectual development, specific learning disabilities, and/or serious emotional disturbances.

Frequently their behavior is characterized by underachievement, failure expectancy, and lack of social competence. They may be impulsive, distractible, and inattentive. This credential is available through the Basic Program, the Internship Program, and the Dual Certification Program (description follows).

2. **Moderate/Severe Disabilities.** This credential authorizes the provision of services to individuals with moderate to severe disabilities in grades K through 12, including adults, with disabilities that require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. This credential is available through the Basic Program, the Internship Program, and the Dual Certification Program (description follows).

Program Delivery Systems. Students may pursue their credential goals through the Basic Program, the Internship Program, or the Dual Certification Program. A program is also available for those seeking authorization to teach the deaf and hard-of-hearing:

1. **Basic Program.** The basic program is designed for students seeking the credential as a full- or part-time student. They may be working as a credentialed general education teacher or be teaching with an emergency special education credential.
2. **Internship Program.** The Internship Program is available to students after they complete a minimum of 15 units of specified prerequisites, acquire employment in an appropriate educational setting, and attain admission to the Internship Program. Interns may serve as special education teachers at a salary rate slightly reduced from that of fully credentialed teachers while completing the required coursework and other internship activities specifically designed to support their special professional needs.
3. **Dual Certification Program.** This program, known as the TIES Program (Teachers in Inclusive Educational Settings), leads to the Multiple Subjects Credential *and* the Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities, and is designed to prepare preservice

multiple subjects and special education teachers to work cooperatively in serving the needs of an increasingly diverse student population. Field work participation is extensive. Special advising is required.

4. **Deaf and Hard-of-Hearing.** This credential authorizes the provision of services to individuals from birth to age 22 who have hearing impairments that impair the processing of information through hearing and that adversely affect education performance. Processing linguistic information includes speech and language reception and speech and language discrimination. Contact the Department of Communicative Sciences and Disorders for advising.

Applicants who already possess a Multiple Subjects or Single Subject Credential will find the application process to be somewhat streamlined. Holders of one of these Basic Teaching Credentials may be exempted from items 2, 7, 9, and 10 of the *Admission Requirements* below. Please see an adviser for further clarification.

Note: In prior years, the attainment of a Special Education Credential roughly paralleled the requirements for obtaining the Master of Arts (M.A.) Degree in Special Education. This is no longer the case for those seeking the Preliminary Level I Education Specialist Credential in Mild/Moderate and/or Moderate/Severe Disabilities through the Basic Program, the Internship Program, or the Dual Certification Program. Level I programs do not lead to the Master's Degree.

Admission Requirements. Candidates applying for the Preliminary Level I Education Specialist Credential Programs in Mild/Moderate and/or Moderate/Severe Disabilities, the Internship Program, or the Dual Certification program are expected to meet the following admission requirements:

1. Attendance at an orientation session.
2. Verification of pre-program field experience in a classroom setting. This requirement is met by providing evidence that the candidate has completed EHD 50 (Introduction to Teaching) or another appropriate field experience.
3. Completion of Application for Admission to the Preliminary Level I Education Specialist Credential Program in Mild/Moderate and Moderate/Severe Disabilities, or the Internship Program.

4. Verification of university admission.
5. Provision of a complete set of transcripts of all previous colleges and universities attended.
6. Completion of an admission interview to assess your appropriateness for the program and the field.
7. Verification of Medical Clearance.
8. Provision of three letters of recommendation.
9. Completion of Application for Character and Identification Clearance.
10. Prior to admission to Special Education Practicum, students must demonstrate subject matter competence by completing either *a* or *b*:
 - a. Complete an approved Multiple Subject Equivalency Program or pass the Praxis Series Multiple Subject Assessment for Teachers (MSAT) test for Content Knowledge and Area Exercises 1 and 2, *and* receive clearance from the program faculty that subject matter competency has been met by completing the Multiple Subjects Subject Matter Clearance form signed by the liberal studies adviser in ED 151.
 - b. Complete an approved subject matter preparation program or pass the appropriate subject matter examinations, (information on these tests is available in the School of Education and Human Development Teacher Preparation and Services Center in ED 100), *and* receive authorization from the academic area adviser that subject matter competence has been met.

11. Prior to being recommended for the credential, students must provide verification of passing the California Basic Educational Skills Test (CBEST).
12. Prior to being recommended for the credential, students must verify possession of a bachelor's degree or higher from a regionally accredited institution of higher education.

Program Requirements. Candidates for the Preliminary Level I Education Specialist Credential Programs in Mild/Moderate and/or Moderate/Severe Disabilities, the Internship Program, or the Dual Certification (TIES) Program who have been admitted to the program and who want to be recommended for authorization must meet the following requirements:

Education — Counseling and Special Education

Prerequisites to all programs 5
 EHD 50, SPED 120

Basic Program *Units*
Courses common to all areas of emphasis 12
 SPED 125, 135, 145, 155

Area of Emphasis 12-14

1. Early Childhood (13)
 ERF 130ECE, 130A;
 EHD 111, 112, 113;
 LEE 146, 148
2. Multiple Subjects (12)
 ERF 130, EHD 110,
 CTET 150, LEE 146
3. Single Subject (14)
 ERF 152; EHD 155A,
 CTET 159, LEE 156

Practicum 9
 Mild/Moderate Disabilities ... (9)
 SPED 175 *or*
 Moderate/Severe Disabilities ... (9)
 SPED 176

Total **33-35**

Internship Program *Units*
Prerequisites to Internship Program by area of emphasis 12-14

1. Early Childhood (13)
 ERF 130ECE, 130A;
 EHD 111, 112, 113;
 LEE 146, 148
2. Multiple Subjects (12)
 ERF 130, EHD 110,
 CTET 150, LEE 146
3. Single Subject (14)
 ERF 152; EHD 155A,
 CTET 159, LEE 156

Courses common to all areas of emphasis 15
 SPED 125, 135, 145, 155, 160F

Practicum 9
 Mild/Moderate Disabilities ... (9)
 SPED 175 *or*
 Moderate/Severe Disabilities ... (9)
 SPED 176

Total **36-38**

Dual Certification (TIES) Program *Units*
Multiple Subjects Core 34
 ERF 130, 140; CTET 121, 125,
 150; LEE 146, 149; EHD 110,
 160A, 160B

Special Education Core 12
 SPED 125, 135, 145, 155

Practicum 9
 Mild/Moderate Disabilities ... (9)
 SPED 175 *or*

Moderate/Severe Disabilities ... (9)
 SPED 176

Total **55**

Note: Individuals must complete practicum and fieldwork courses with a grade of *B* or better.

Professional Level II Education Specialist Credential Program

As candidates near completion of the Preliminary Level I Education Specialist Credential program, they must plan for admission to the Professional Level II Education Specialist Credential Program. Upon admission, candidates must complete all coursework and obtain the Professional Level II credential no later than five years after obtaining the Preliminary Level I credential. The Level II credential program cannot be completed in fewer than two years of documented employment in a special education position that requires the Level I credential authorization. The Professional Level II credential is required as a condition for continued employment in special education in the state of California.

Candidates may complete their application for admission to the Level II credential program toward the conclusion of their Level I credential program; admission to the Level II credential program is contingent upon the following:

1. Successful completion of the requirements for the Preliminary Level I Education Specialist Credential and actual receipt of the Level I credential.
2. Verification of employment in a special education position that is likely to have sufficient duration for the Level II credential program to be completed. Day-to-day substitute positions *do not* satisfy this requirement.
3. A letter of recommendation from the supervising administrator of the employing district recommending the candidate to the Professional Level II credential program.
4. An interview with the program faculty who will review progress in the Level I credential program and thus assess suitability for the program and the profession.

Since candidates for the Professional Level II Education Specialist Credential have successfully completed the CBEST, have demonstrated subject matter competency, and have maintained an adequate grade

point average required for successful completion of the Preliminary Level I credential program, these issues are reviewed only to determine compliance with program admission standards.

The Professional Level II credential program offers specialization in mild/moderate and moderate/severe disabilities as described under the Preliminary Level I credential program. Candidates will have selected one of these professional paths for completion of the Preliminary Level I credential program, and it is expected that the same level of severity of disability will be selected for study in the Level II credential program. The selected level of disability will be consistent with the work setting in which the candidate is employed and working under the Level I credential authorization.

The Professional Level II credential program features close cooperation between the university and the employing school district. The candidate, the candidate's adviser from the university, and an assigned and appropriately credentialed Level II teacher's support provider from the employing district will work cooperatively to develop a professional credential induction plan. The induction plan will identify the unique needs of the candidate in relation to the candidate's professional setting and will establish goals and determine specific activities (including non-university activities) that will assist candidates in their development as a professional special educator.

Ongoing progress on completion of the activities specified in the induction plan will be documented in the candidate's portfolio (initially developed as a component of the Preliminary Level I credential program). The induction plan can include up to 25% of the total program in approved non-university activities if they are deemed appropriate to the professional development of the candidate.

Candidates may wish to pursue the Master of Arts in Special Education while completing the requirements for the Professional Level II credential program. There is considerable coursework consistency between the requirements of these two programs; the candidate must meet the admission requirements of *both* programs should this be the educational objective. Please note the requirements under the *Master of Arts in Special Education* for specific coursework and program requirements.

Program Requirements. Candidates for the Professional Level II Education Specialist Credential Program in Mild/Moderate and/or Moderate/Severe Disabilities who have been admitted to the program and want to be recommended for authorization must meet the following coursework requirements:

Level II Program

Prerequisite Level I Credential
Units

**Special Education Induction/
 Evaluation and Program core**..... 12
 SPED 209A, 209B, 219, 233

Area of specialization 6

- Mild/Moderate Disabilities
 SPED 235, 237 *or*
- Moderate/Severe Disabilities
 SPED 236, 240

Specific emphasis..... 6

Oreivalent. Activities may consist of university coursework or non-university activities that are approved as a component of the professional induction plan. One-hundred fifty clock hours of approved workshops and/or seminars may be deemed equivalent to the 6-unit requirement. Students may combine university and non-university activities.

Total..... 24
Or equivalent.

GPA Requirement for Admission to All Programs. The *California Code of Regulations*, Section 41100, mandates that for admission to a teaching credential program, the applicant shall have earned at the college level a grade point average that falls within the upper 50 percent of undergraduate students in the candidate's discipline. Please see the admissions technician in the Teacher Preparation and Services Center, ED 100, for information on this requirement.

Appeal to Denial of Admission. Applicants who have received notification of denial of admission because the minimum standards specified in the admission requirements have not been met have an opportunity to make a formal appeal for Special Consideration to the School of Education and Human Development Admissions and Standards Committee. Information regarding this process is obtained from the admissions technician in the Teacher Preparation and Services Center, ED 100.

Graduate Programs

The Department of Counseling and Special Education offers programs leading to a Master of Arts in Education with an option in counseling and student services; a Master of Science in Counseling with an option in marriage and family therapy; a Master of Science in Rehabilitation Counseling; and a Master of Arts in Special Education.

Candidates who qualify for a preliminary teaching credential with completion of a bachelor's degree program may, with prior approval, use a master's degree program to satisfy the fifth-year requirements for a clear teaching credential.

Application Deadlines

University Admission. University deadlines for graduate admission applications normally are set during the semester prior to anticipated program enrollment. (Deadlines occur during April or May for fall enrollment and October or November for spring enrollment.) The university may extend admission deadlines if anticipated enrollment targets are not met. For specific deadlines, applicants need to check with the Admissions Office, Joyal Administration Public Contact Window, or call (559) 278-6283.

SOEHD Admission. All SOEHD admission materials required for full admission (Classified Standing) are to be submitted to the graduate technician in the Teacher Preparation and Services Center, ED 100, no later than 30 days following the deadline for university admission. Students submitting all application material within these timelines will receive priority consideration for admission. For SOEHD admission deadlines, contact the Teacher Preparation and Services Center, ED 100, or call (559) 278-0300.

Master of Arts in Education

Counseling and Student Services

The Master of Arts in Education with an option in counseling and student services is designed for individuals seeking advanced preparation for careers within educational settings.

Admission Requirements for Classified Standing. See *General Admission Requirements* in the *Education — Graduate Program* section in this catalog.

Admission Requirements. Applicants for admission to the Master of Arts in Education with an option in counseling and student services must complete the admissions packet as specified in the *General Admission Requirements* in the *Education — Graduate Program* section. In addition to these requirements, applicants must:

1. Include with the admissions packet verification of completion of a counselor education program orientation.
2. Complete prerequisite coursework: COUN 174 (Introduction to Counseling) or equivalent. Applicants without an appropriate background may be asked to complete COUN 176 (Counseling and Mental Health) as an additional prerequisite.
3. Receive approval through a review by program faculty committee. Following receipt of the completed packet and the review by program faculty, applicants will receive written notification regarding admission status.

Note: Students may not enroll in 200-level courses until their application has been approved by the review committee and they are admitted to classified standing (fully admitted to the program).

Units

Core requirements 27

ERF 220, 285 or 288;
 COUN 298 or 299 (10)
 COUN 200, 203, 208, 220,
 249A or 249B or 249C (17)

Electives 3

COUN 150, 180T, 201,
 202, 240, 241, 242, 280T,
 290; ERF 289; or other
 approved electives

Total..... 30

Note: Practicum and field practice must be completed with a grade of *B* or better.

Master of Science in Counseling

Marriage and Family Therapy

The Master of Science in Counseling is a 60-unit professional degree program designed for persons who desire to practice in the field of counseling. An option is available in marriage and family therapy. Persons completing this degree may qualify to work in agencies, community colleges, four-year colleges and universities, marriage and family therapy, and related areas. Completion of the M.S. in Counseling with an option in

Education — Counseling and Special Education

marriage and family therapy fulfills the educational requirements for the state of California Marriage and Family Therapist License if students take an elective upper-division or graduate-level course (at least 1 unit) in substance abuse and obtain at least seven clock hours of training through either a university course or a noncredit professional development workshop (with appropriate verification of attendance) in both child abuse assessment and reporting and domestic violence. Students seeking licensure should contact the coordinator of counselor education for information regarding licensing. This degree program is designed to meet the requirements of Division 2, Chapter 13, Section 4980.37 of the California Business and Professions Code.

In 1995 the Council for Accreditation of Counseling and Related Educational Programs (CACREP) conferred accreditation to the MFT option in counseling in Marriage and Family Therapy. CACREP is a specialized accrediting body recognized by the Council on Postsecondary Accreditation. Since this program is CACREP accredited, MFT students are qualified to take the National Certified Counselor Exam upon graduation.

Admission Requirements. Applicants for admission to the Master of Science in Counseling with an option in marriage and family therapy must complete the admissions packet as specified in the General Admission Requirements in the *Education — Graduate Programs* section. In addition to these requirements, applicants must:

1. Include with the admissions packet verification of completion of a counselor education program orientation.
2. Complete prerequisite coursework: COUN 174 (Introduction to Counseling) and ERF 153 (Educational Statistics) or equivalent. Based on prior coursework and experience, some applicants may be asked to complete COUN 176 (Counseling and Mental Health) as an additional prerequisite.
3. Receive approval through a review by program faculty committee. Following receipt of the completed packet and the review by program faculty, applicants will receive written notification regarding admission status.

Note: Students may not enroll in 200-level courses until their application has been approved by the review committee and they are admitted to classified standing (fully admitted to the program).

Course Requirements. Under the direction of a graduate adviser, each student develops and submits an individually designed program within the following framework:

	<i>Units</i>
Core requirements	29
ERF 220, COUN 298 or 299 ... (7)	
COUN 200, 201, 202, 203, 206, 207, 208	(22)
Option	22
<i>Marriage and Family Therapy</i> COUN 211, 220, 230, 231, 238, 239 (6 units)	
Electives	9
Approved by adviser	

Total

60

Note: Practicum and field practice must be completed with a grade of *B* or better.

Criminal Justice Counseling Specialist Certificate of Advanced Study. Individuals who are fully classified and advanced to candidacy in (or graduates of) the M.S. in Counseling program (MFT option) may elect to take courses leading to the Criminal Justice Counseling Specialist Certificate of Advanced Study. The certificate program is cosponsored by the Department of Counseling and Special Education and the Department of Criminology. It is designed to enhance professional skills for counseling service within the criminal justice system. In addition to coursework required for the M.S. in Counseling, students seeking the Criminal Justice Counseling Specialist Certificate of Advanced Study are required to take a total of 16 units in Criminology (in addition to prerequisite CRIM 100 or equivalent), 6 units of which may be used as electives in the M.S. in Counseling (MFT option) program. The Certificate courses: CRIM 130, 153, 201, 203, and 281. M.S. in Criminology students seeking the certificate are required to take an equivalent number of counseling courses.

Grade Requirement

Pupil Personnel Services (PPS) Credential Program, M.A. in Education with an option in Counseling and Student Services, and M.S. in Counseling with an option in Marriage and Family Therapy. A student must demonstrate academic excellence in all coursework, fieldwork, and clinical experiences to be eligible to apply for the PPS credential or receive a master's degree. For the PPS and master of arts, a student will be placed on administrative academic probation after receiving a letter grade of *C* or less or a No Credit (*NC*) in

any one class. Upon receipt of two letter grades of *C* or less, one letter grade of *C* or less and one *NC*, or two *NC*s, the student will automatically be disqualified from the program. For the master of science, a student will be placed on administrative academic probation after receiving a letter grade of *C* or less or a No Credit (*NC*) in any two classes. Upon receipt of three letter grades of *C* or less (including *NC*s) the student will automatically be disqualified from the program. This policy spans the entire length of the aforementioned programs; dismissal can occur at any point in the programs.

Master of Science in Rehabilitation Counseling

The Master of Science in Rehabilitation Counseling assumes undergraduate preparation in psychology or counseling or a closely related area. A baccalaureate degree in an unrelated area is acceptable provided the student has a working knowledge of the behavioral sciences. The degree requires 60 units of credit and is designed to cover two years of full-time coursework, including a full semester of internship. The program provides a combination of classroom and practical field experiences, which integrates theory and practice of rehabilitation counseling in a rehabilitation setting. The curriculum has flexibility to meet varying student needs.

The graduate program in rehabilitation counseling is accredited by the Council on Rehabilitation Education (CORE). Students are eligible to take the exam to become a Certified Rehabilitation Counselor (CRC) during the last semester of study.

Admission Requirements for Classified Standing. See *General Admission Requirements* in the *Education — Graduate Program* section of this catalog.

Admission Requirements. Applicants for admission to the Master of Science in Rehabilitation Counseling must complete the admission packet as specified in the *General Admission Requirements* in the *Education — Graduate Program* section. In addition to these requirements, applicants must:

1. Include with the admissions packet verification of completion of a counselor education program orientation.
2. Complete COUN 250 and 251 with a grade of *B* or better in each class.
3. Receive approval through a review by a program faculty committee. Following

receipt of the completed packet and review by program faculty, applicants will receive written notification regarding admission status.

Note: Students may not complete more than 10 units of 200-level coursework before obtaining classified standing (full admission to the program).

Program Prerequisites. ERF 153 (Educational Statistics), PSYCH 154 (Personality) or 250T (Seminar in Personality) or COUN 174 (Introduction to Counseling), and PSYCH 166 (Abnormal Psychology) or COUN 176 (Counseling and Mental Health) or their equivalents. Program prerequisites may not be counted toward the Master of Science in Rehabilitation Counseling.

Course Requirements. Under the direction of the graduate adviser, each student prepares and submits an individually designed program within the following framework:

<i>Units</i>	
Core requirements	38
COUN 250, 251, 252, 253, 257, 258, 260, 261, 269	
Courses in supporting curriculum ..	12
Research methods: ERF 220 (3)	
Individual and group counseling skills: COUN 200, 202 (6)	
Assessment: COUN 203 (3)	
Electives	10
Approved by adviser	
Total	60

The student must demonstrate proficiency by the satisfactory completion of a comprehensive examination, in addition to fulfillment of all other specified degree requirements. A thesis/project may be substituted for the comprehensive examination.

Master of Arts in Special Education

The Master of Arts in Special Education offers advanced preparation in mild/moderate disabilities and moderate/severe disabilities and is closely related to course requirements for the Professional Level II Education Specialist Credential program. It is expected that students seeking admission to the Master of Arts in Special Education will possess a substantial entry-level background in special education, such as having made significant progress toward completion of the Preliminary Level I Education Specialist Credential program in mild/moderate or moderate/severe disabilities.

Applicants seeking the Master of Arts in Special Education who also wish to teach in special education settings in the public schools of California should be concurrently enrolled in the Education Specialist Credential program. The master's degree alone will not provide authorization for classroom instruction in the state of California. Only students seeking teaching positions in states other than California, students seeking expertise for application to employment settings which specifically exclude public education, or students desiring to teach outside of the United States may pursue the Master of Arts without concurrent enrollment in the Education Specialist Credential program. Students with these unique aspirations are responsible for understanding credentialing/licensing requirements that may pertain to their desired work setting.

Students are not required to obtain this master's degree to be employed as a fully credentialed special education teacher in California. It is the credentials (both Level I and II) which provide the required state authorization. Most individuals at the Professional Level II will desire the master's degree as a reflection of their professional preparation beyond the entry level, and for purposes of possible salary augmentation. Students who already possess a master's degree in another field are not required to complete this degree program while pursuing the education specialist credentials.

It is essential that time considerations for admission to and completion of the Master of Arts and credential programs be observed. Applicants who wish to be fully credentialed as special education teachers must complete the Professional Level II Education Specialist Credential program in mild/moderate or moderate/severe disabilities within five years of completing the Level I program. Six units of Special Education coursework may be brought forward from the Level I credential program to the Master of Arts program. The Master of Arts must be completed no later than five years subsequent to taking the first approved course for the degree.

Admission Requirements for Classified Standing. In addition to the admission requirements stated in the General Admission Requirements in the *Education — Graduate Program* section in this catalog, students must possess a GPA of 2.75 overall or on the last 60 undergraduate semester units (or 90

quarter units) and a GPA of 3.0 on all postbaccalaureate coursework attempted. The Special Education Program also requires completion of ERF 153 - Educational Statistics (or equivalent) as a prerequisite for admission. Students may complete ERF 153 no later than the first semester of 200-level coursework and prior to taking ERF 220 or SPED 233. Additional admission requirements include an interview with the program coordinator and faculty review.

Graduate Writing Requirement. Students must demonstrate writing competence before they apply for advancement to candidacy. SPED 233 - Seminar in the Special Educator as Researcher has been designated as the course used to determine students' ability to write clearly, logically, analytically, and knowledgeably. Should the student receive a passing grade in the course content but fail to demonstrate adequate writing competence, there is an appeal process; students are permitted to present their professional portfolio to a special education faculty committee for appeal review.

Professional Development Opportunities for Master's Degree Candidates. Master's degree candidates are provided various opportunities to broaden their professional and educational preparation. Faculty regularly involve degree candidates in advanced research, professional conference presentations, and collaborative writing for publication. Interested students receive mentoring concerning scholarships, grant writing, positions of leadership in school districts, and doctoral programs.

Prerequisite ERF 153 (or equivalent)

<i>Units</i>	
Core requirements	19
6 units of approved postbaccalaureate coursework in special education from the Preliminary Level I Education Specialist Credential Program or equivalent	
ERF 220 and SPED 298	
or 299	
SPED 219, 233	
Area of specialization	6
Six units from SPED 235, 236, 237, 240	
Candidates with interests in mild/moderate disabilities should complete SPED 235 and 237; candidates with interests in moderate/severe disabilities should complete SPED 236 and 240.	

Education — Counseling and Special Education

Electives 5

Electives are determined in consultation with the student's program adviser and are to support the student's development in areas of specific emphasis (e.g. severe emotional disturbance, early childhood special education, home/school/community collaboration, etc.) All elective units must meet the criteria for graduate-level experiences.

Total..... 30

COURSES

Note: Students must provide their own transportation to off-campus sites for student teaching, field work, and observation and defray any resulting personal expense.

Counselor Education (COUN)

150. Laws Relating to Children (3)

Current and proposed legislation in parent-child relationships, adoption, and guardianship, education of the minor, marriage contract, child labor, juvenile delinquency, and child welfare programs.

174. Introduction to Counseling (3)

(Same as PSYCH 174.) An overview of basic counseling models, including psychoanalytic, behavioral, cognitive, and humanistic approaches. Includes a personal counseling experience.

176. Counseling and Mental Health (3)

Examination of the relationship between counseling and mental health with emphasis on current issues of adjustment in society.

180T. Topics in Counseling

(1-3; max total 12 if no area repeated)

Prerequisite: permission of instructor. Seminar covering special topics relating to counseling: new developments in counseling techniques, special populations, and current research. (Successful Career Development, \$10)

190. Independent Study

(1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *SP* grading.

GRADUATE COURSES

(See *Course Numbering System*.)

Counselor Education (COUN)

200. Seminar in

Counseling Techniques (3)

Prerequisite: COUN 174. Emphasis given to interviewing skills, philosophy, theory, and methodology as applied to counseling. (2 seminar, 2 lab hours)

201. Seminar in

Multicultural Aspects of Counseling (3)

Prerequisite: COUN 174. Cognitive and experiential study of social and psychological variables which influence the cross-cultural counseling relationship. Culturally relevant models of counseling theory and practice are explored. Current research methods and findings are presented. (2 seminar, 2 lab hours)

202. Seminar in Group Counseling (3)

Prerequisite: COUN 174, 200. Theories and methods of interpersonal communication within groups, transfer of information, group leadership and membership, role perceptions, verbal and nonverbal interaction, and group counseling. (2 seminar, 2 lab hours)

203. Seminar in

Assessment in Counseling (3)

Prerequisite: ERF 153. Selection, administration, and evaluation of psychological tests and psychometric data for use in counseling settings. (2 seminar, 2 lab hours) (Course fee for assessment materials, \$10)

206. Counseling Through the Lifespan (3)

Prerequisite: COUN 174. Explores developmental issues and life events from infancy through old age and their effect upon individual, couples and family relationships. The impact of gender, race, ethnicity, class and sexual orientation on developmental process is explored.

207. Psychopathology and the Diagnostic and Statistical Manual of Mental Disorders (3)

Prerequisite: COUN 174, 176 or equivalent. Analysis of psychopathology within the framework of the current DSM. Emphasis on integrating the etiology of the disorders with diagnosis, theory and treatment.

208. Practicum in

Counseling (4; max total 8)

Prerequisites: 12 units in counseling program, including COUN 200. Supervised on-campus counseling experiences with selected clients. Experience in individual counseling, critiquing of tapes and transcripts, observations, and case report writing. Students must carry professional liability insurance. (2 seminar, 4 lab hours)

211. Seminar in

Sexuality Counseling (3)

Presents an overview of theories and research for the treatment of sexual issues, emphasizing relational and social contexts. Topics covered include sexual disorders, sexual abuse, and gay/lesbian/bisexual issues. (Formerly COUN 280T section)

213. Seminar in Therapeutic Methods with Children, Adolescents, and Their Families (3)

Prerequisites: COUN 206 and 230. Theories and methods for assessing and treating children, adolescents, and their families. Emphasis is placed on strength-based approaches, play therapy, and current issues in child/adolescent treatment. Covers parent education.

214. Student Development Theory and Higher Education (3)

Offers an examination of the major theories of college student development. Theories are presented with an exploration of the conceptual framework, relevant research and criticism, and counseling applications. Implications for multicultural and ethical practice are presented throughout the course. (Formerly COUN 280T section)

220. Seminar in

Career Development Theory (3)

Prerequisite: COUN 174. Examination of career development theories and research for their implications in understanding career development generally and career counseling specifically. (2 seminar, 2 lab hours) (Course fee for assessment materials, \$10)

230. Seminar in Marriage and Family Therapy Theories (3)

Prerequisite: COUN 174. Study of theories, techniques, and methodology of marriage and family therapy. Current research and methods are presented. (2 seminar, 2 lab hours)

231. Seminar in Ethics and Professional Practices of Marriage and Family Therapy (3)

Prerequisites: COUN 200, 230, and permission of instructor. Addresses professional concerns, including legal/ethical issues, professional identity, and Board of Behavioral Sciences regulations. Introduces family mediation and professional consultation. Includes a minimum of seven training hours in child abuse assessment and reporting in accordance with MFT licensing requirements.

238. Practicum in Marriage and Family Therapy (4; max total 8)

Prerequisites: COUN 207, 208, 230, and permission of instructor. Supervised clinical experiences with families, couples, and/or children. Training in family systems assessment and family communication techniques. Students must carry professional liability insurance.

239. Field Placement in Marriage and Family Therapy (3-12; max total 12)

Prerequisites: 40 units in counseling program, including COUN 200, 208, 238, and permission of instructor prior to semester enrollment. Supervised practice of marriage and family therapy. Setting opportunities include community agencies, school therapy programs, and hospitals. Typically requires a one-year commitment. To receive credit, students must log a minimum of 150 hours, which is one third of total required for graduation. *CR/NC* grading only.

240. Seminar in Counseling of Exceptional Children and Their Parents (3)

Theories and techniques in working with parents of exceptional children; emphasis placed on individual and group counseling skills with parents; direct contact with families, case study, and current legislation. (2 seminar, 2 lab hours)

241. Seminar in Organization of Counseling Services (3)

Prerequisite: COUN 200. Organization, administration, and evaluation of counseling programs. (2 seminar, 2 lab hours)

242. Seminar on Parent Education, Pupil Advocacy, and Consulting (3)

Prerequisites: COUN 174 and 200 or equivalent. Emphasis on current theory and methods of parent education, pupil advocacy, and consulting. Examination of current models in each area including ethical standards, legal concepts, and professional responsibilities. (2 seminar, 2 lab hours)

249A. Field Practice in Elementary School Counseling (4-8; max total 12)

Prerequisites: COUN 200, 208, and permission of instructor. Supervised practice in an elementary school. Students must carry professional liability insurance. Approved for *SP* grading. (160 hours of field practice required for 4 units of credit)

249B. Field Practice in Middle or High School Counseling (4-8; max total 12)

Prerequisites: COUN 200, 208, and permission of instructor. Supervised practice in middle or high schools. Students must carry professional liability insurance. Approved for *SP* grading. (160 hours of field practice required for 4 units of credit)

249C. Field Practice in Student Services (4-8; max total 12)

Prerequisites: COUN 200, 208, and permission of instructor. Supervised practice in a community college, college, or university. Students must carry professional liability insurance. Approved for *SP* grading. (160 hours of field practice required for 4 units of credit)

250. Seminar in Rehabilitation Counseling (3)

Seminar in the fundamental concepts of rehabilitation counseling and vocational rehabilitation including examination and analysis of historical, philosophical, organizational, and functional principles. Community rehabilitation agency or orientation visits.

251. Medical Aspects of Disability (3)

Seminar in the treatment of disabling conditions including etiology, functional limitations, and vocational implications. Student presentation of case studies.

252. Job Placement in the Rehabilitation Process (3)

An experiential seminar concerning the attitudes, skills, and abilities necessary to provide effective vocational and job placement services to the disabled, including vocational diagnosis, job development, placement techniques, job analysis, affirmative action, and appropriate legislation. (2 seminar, 3 lab hours)

253. Psychological and Social Aspects of Disability (3)

Seminar in psychological and sociological effects of physical and mental disability and the dynamics of adjusting to disabling conditions. Student presentation of case studies.

257. Case Practices in Rehabilitation Counseling (4)

Prerequisites: COUN 250, 251. Seminar in methods for facilitating client rehabilitation including interviewing, case recording, plan development, ethical practices; field placement in a community rehabilitation agency; and student case presentations. (2 seminar, 6 lab hours)

258. Rehabilitation Counseling Practicum (4; max total 8)

Prerequisites: COUN 200, 250, 251, 252, 253, 257. Laboratory rehabilitation counseling experiences with clients who are disabled, supervised individual counseling sessions, analysis of the effects of disability on personal and vocational development, methods of facilitating vocational rehabilitation, observations, critiques, report writing. Students must carry professional liability insurance. (2 seminar, 4 lab hours)

Education — Counseling and Special Education

260. Current Professional Issues in Rehabilitation Counseling (3)

Prerequisites: COUN 250, 251. Seminar on current professional issues in the field of rehabilitation counseling and vocational rehabilitation programs in the public and private sectors with emphasis on ethical standards, legal concepts, and professional development responsibilities.

261. Rehabilitation of the Severely Disabled (3)

Prerequisites: COUN 250, 251. Seminar on strategies to facilitate the vocational rehabilitation of persons with severe disabilities with emphasis on the principles of independent living, supported employment, client assistance programs, and rehabilitation engineering/technology.

269. Internship in Rehabilitation Counseling (12)

Prerequisites: COUN 200, 202, 203, 250, 251, 252, 253, 257, 258, 260, 261, permission of instructor. Full-time, supervised field placement in one of a variety of settings including case responsibilities. *CR/NC* grading only.

280T. Advanced Topics in Counseling (1-3; max 12 if no topic is repeated)

Prerequisites: postbaccalaureate standing and permission of instructor. Topics may include new developments in counseling techniques, rehabilitation counseling practices, special populations, and current research.

290. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *SP* grading.

298. Project (4)

Prerequisites: advancement to candidacy for the master's degree; *B* average on 24 units of the master's program including ERF 220. See *Criteria for Thesis and Project*. A project consists of a significant undertaking appropriate to counseling such as the development of a program for counseling service delivery, development of audiovisual materials or computer software for counselor education or service delivery. An approved proposal is required for enrollment. Approved for *SP* grading.

299. Thesis (4)

Prerequisites: advancement to candidacy for the master's degree; *B* average on 24 units of the master's program including ERF 220 and completion of an acceptable thesis proposal. See *Criteria for Thesis and Project*. Preparation, completion, and submission of an acceptable thesis for the master's degree. See School of Education and Human Development's graduate programs coordinator for school thesis guidelines. Approved for *SP* grading.

IN-SERVICE COURSES

(See *Course Numbering System*.)

Counselor Education (COUN)

303. Human Interaction in Counseling (1-3; max total 12 if no topic repeated)

An exploration of human interaction skills. The course is designed to improve the ability to interact with others. Not applicable toward degree requirements.

380T. Topics in Counseling (1-3; max total 12 if no topic repeated)

Selected areas in counseling; placement skills, vocational evaluation, research, medical history, case management, mental health, counseling strategies, and theoretical orientation. Not applicable toward degree requirements.

COURSES

Special Education (SPED)

120. Teaching Students with Special Needs in General Education Settings (3)

Prerequisites: EHD 50 or 115 or permission of the instructor. Introduction to identification, characteristics, theories, curriculum, and instruction for students with mild to severe disabilities, legislative guidelines, nondiscriminatory assessment, parental involvement, and foundations in special education. Includes 15 hours of observation/participation.

125. Positive Behavioral and Social Supports (3)

Prerequisites: ERF 130, 130A, or 152 and SPED 120, or permission of instructor. Addresses effective behavior and social supports, emphasizing philosophical approach, prevention, intervention, and corrective strategies for teaching new behaviors. Completion of implementation with special education students required.

135. Assessment and Instruction in the Special Education Academic Curriculum (3)

Prerequisites: ERF 130, 130A, or 152 and SPED 120, or permission of instructor. Addresses non-biased assessment for placement, curriculum development, instruction, and implementation across placement options. Completion of assessment and instruction of special education students in field sited required. (2 seminar, 2 lab hours)

145. Assessment and Instruction in Special Education Functional Curriculum (3)

Prerequisites: ERF 130, 130A, or 152 and SPED 120, or permission of instructor. Addresses assessment, curriculum development, and instruction in domestic, vocational, self-help, leisure/recreation, communication, social, and mobility areas; environmental assessment; and implementation of functional curriculum across settings. (2 seminar, 2 lab hours)

155. The Professional in Special Education (3)

Prerequisites: admission to special education program and concurrent enrollment in SPED 175 or 176. Focuses on advanced application of models for collaboration, application of foundations, and theory in special education; advanced professional, legal, and ethical standards; and advocacy and self-advocacy.

160F. Fieldwork in Special Education (1-3; max total 12)

Prerequisite: prior or concurrent enrollment permission of instructor. Supervised observation and participation in selected programs for exceptional individuals; educational planning, guidance and counseling.

175. Level I: Mild/Moderate Practicum (9)

Prerequisites: admission to special education program and completion of all requirements for admission to special education student teaching. Supervised field work in public school classrooms for students with mild to moderate disabilities; 350 hours minimum including four consecutive weeks of full day experience.

176. Level I: Moderate/Severe Practicum (9)

Prerequisites: admission to special education program and completion of all requirements for admission to special education student teaching. Supervised field work in public school classrooms for students

with moderate to severe disabilities; 350 hours minimum including four consecutive weeks of full-day experience.

190. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *SP* grading.

GRADUATE COURSES

(See *Course Numbering System*.)

Special Education (SPED)

201. Seminar in Behavior Management (3)

Prerequisite: SPED 120 or equivalent. Behavior management principles, effective discipline, programs, and techniques employed in special education and clinical prescriptive teaching. Emphasis on school and home applications. (2 seminar, 2 lab hours)

202. Career Development and Transition for Students with Disabilities (3)

Prerequisite: SPED 120 or permission of instructor. Seminar in the examination of career education; models, curriculum scope and sequence, transitional approaches to independent living, and the utilization of local, state, and federal resources. (2 seminar, 2 lab hours)

205. Nature and Needs of Individuals with Serious Emotional Disturbance/Behavior Disorders (3)

Addresses the characteristics and needs of the child with emotional and behavioral disorders, and service delivery systems and agencies which exist to meet those needs. (2 seminar, 2 lab hours)

209A. Application of Theory into Practice in Special Education Settings (3)

Supervised field experience with special education students and their families with integration of applied research and theory into practice in special education. Development of induction plan will include the candidate, university supervisor, and employer school district representative/support provider. (Minimum of 45 hours per unit) (Formerly SPED 209)

209B. Application of Theory into Practice in Special Education Settings (3)

Coordination of ongoing support for professional self-assessment, goal-setting, and other induction plan components of SPED 209A. Support is provided by collaboration between university and school district/

agency personnel. (Minimum of 45 hours per unit) (Formerly SPED 209)

211. Assessment of Learning Handicapped Students (3)

Prerequisites: ERF 153, SPED 120. Review of testing techniques and instruments, and development of psychoeducational reports. Extensive independent child study and evaluation with appropriate diagnostic instruments. (2 seminar, 2 lab hours) (Course fee for assessment materials, \$10)

214. Trends and Issues in Special Education (3)

Provides discussion and analysis of current trends and issues in special education as it relates to legislation, litigation, at-risk student, medically involved student (e.g., HIV), multicultural considerations, consultative models, technology, and professional ethics. (Formerly SPED 280T section)

215. Seminar in Curriculum for Learning Handicapped Students (3)

Prerequisites: SPED 120, 211. Current and effective instructional practices in the curricular areas of language arts, mathematics, social studies, and science for learning handicapped students; emphasis on the integration of cognitive strategies and advanced technology. (2 seminar, 2 lab hours)

217. Advanced Instruction of Individuals with Serious Emotional Disturbance/Behavior Disorders (3)

Designed to provide information relevant for planning, organizing, and managing instructional programs for students with emotional and behavioral disorders in a variety of settings. (2 seminar, 2 lab hours)

218. Practicum in Special Education: Learning Handicapped (5)

Prerequisites: ERF 153; SPED 120, 211; prior and/or simultaneous enrollment in a maximum of 12 units in the following courses: SPED 201, 202, 214, 215, 235; COUN 240 or SPED 219. Clinical experience in diagnosis and evaluation of the learning handicapped, prescriptive program development, prescriptive instruction, and program management. Experience to include data gathering, program planning and execution, evaluation, and consultation.

219. Home/School/Community Collaboration: Policy, Research, and Practice (3; max total 6)

Prerequisite: permission of instructor. Examines educational, psychological, and political issues that arise when developing

collaborative relationships with families, general educators, and other professionals. Primary focus is on the development of materials, strategies, and skills to work with families, including the culturally and linguistically diverse. (2 seminar, 2 lab hours)

220. Assessment of Individuals with Severe Disabilities (3)

Prerequisite: SPED 120. Presentation of assessment strategies and methods used to identify current levels of educational performance for individuals. Emphasis is upon assessment practices and community-based curriculum domains which contribute data to the design of appropriate individualized education plans. (2 seminar, 2 lab hours)

221. Instructional Methods for Students with Severe Disabilities (3)

Prerequisites: SPED 120, 220. Presentation of instructional approaches, methods and techniques for individuals from birth to adulthood using home, school and community-based curriculum content. Emphasis is upon educational practices which contribute to the design, implementation, and evaluation of appropriate individualized education programs and services. (2 seminar, 2 lab hours)

228. Advanced Practicum in Special Education for Individuals with Severe Disabilities (5)

Prerequisites: ERF 153; SPED 120, 220, 221; prior or concurrent enrollment in SPED 201, 202, 214; COUN 240 or SPED 219. Supervised, field-based experience in advanced teaching methods and procedures for integrating required competencies in the areas of program organization, management of teaching environments, skill assessment and instructional planning, behavior management, IEP implementation, program evaluation, teacher and parent consultation, microtechnology, and continuing professional development.

233. Seminar in the Special Educator as Researcher (3)

Prerequisites: ERF 153 and 220. Examines the special educator as researcher from several perspectives through reading and analysis of contemporary and emerging research in special education; attending colloquia with special educators who are conducting research; and developing and beginning implementation of pilot research and project designs. (2 seminar, 2 lab hours)

Education — Counseling and Special Education

235. Assessment and Development of Social Affective Education Programs (3)

Prerequisite: SPED 120 or equivalent. Seminar. Development and remediation of social skills and affective abilities. Model programs for normal children and prescriptive interventions for those with social and personal behavior disorders. (2 seminar, 2 lab hours) (Formerly SPED 213)

236. Seminar in Social Curriculum and Communication (3)

Research and practice in assessment and instruction of communication and social interaction curriculum; advanced behavioral, emotional, and environmental supports for students with moderate to severe disabilities. Includes analysis of behavior, communication systems, adapted technology, and team participation with other specialists.

237. Seminar in Program Management for Students with Mild/Moderate Disabilities (3)

Students will learn to analyze assessment and performance data for the purpose of designing or modifying curriculum and instructional methods to facilitate the successful participation of students in general or special education classrooms. Additionally, students will examine current research and the implications for programming for students with mild/moderate disabilities.

238. Clinical Field Experience in Serious Emotional Disturbance/Behavior Disorders (3)

Designed to provide clinical experience in diagnosis and evaluation of the serious emotionally and behaviorally disordered, prescriptive program development, prescriptive instruction, and program management. Experience to include data gathering, program planning and execution, evaluation, consultation, and collaboration. (2 seminar, 2 lab hours)

240. Seminar in Program Management for Students with Moderate/Severe Disabilities (3)

Current and emerging research in quality program characteristics; assessment and instruction of vocational, functional, academic, personal management (including self-help, domestic, and community); collaboration and leadership in programs for students with moderate to severe disabilities.

280T. Advanced Topics in Special Education (1-3; 12 if no area is repeated)

Prerequisites: postbaccalaureate standing and permission of instructor. Topics may include special education legislation, parenting, transitional programming, parents as teachers, adolescents and adults with disabilities, current research, child abuse, gifted and talented.

290. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *SP* grading.

298. Project (4)

Prerequisites: advancement to candidacy for the master's degree; *B* average on 24 units of the master's program including ERF 220. See *Criteria for Thesis and Project*. A project consists of a significant undertaking appropriate to special education such as the development of courses of study, instructional manuals, teachers' guides, intervention programs, and computer software. An approved proposal is required for enrollment. Approved for *SP* grading.

299. Thesis (4)

Prerequisites: advancement to candidacy for the master's degree; *B* average on 24 units of the master's program including ERF 220 and completion of an acceptable thesis proposal. See *Criteria for Thesis and Project*. Preparation, completion, and submission of an acceptable thesis for the master's degree. See School of Education and Human Development's graduate programs coordinator for school thesis guidelines. Approved for *SP* grading.

IN-SERVICE COURSE

(See *Course Numbering System*.)

Special Education (SPED)

380T. Topics in Special Education (1-3; max total 12 if no topic repeated)

Selected areas in special education; identification of exceptional students, assessment of learning disabilities, focus on specific disabling conditions, instructional methods, parent involvement with handicapped students, federal and state legislation. Not applicable toward degree requirements.