CALIFORNIA STATE UNIVERSITY, SACRAMENTO

VOCATIONAL REHABILITATION COUNSELOR TRAINING PROGRAM

STUDENT HANDBOOK

College of Education
Department of Special Education, Rehabilitation, School Psychology & Deaf studies

Revised Spring 2011
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Overview</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Council on Rehabilitation Education</td>
<td>1</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>2</td>
</tr>
<tr>
<td>Curriculum</td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>4</td>
</tr>
<tr>
<td>Required Courses</td>
<td>4</td>
</tr>
<tr>
<td>Elective Requirements</td>
<td>8</td>
</tr>
<tr>
<td>Schedule Preparation</td>
<td>8</td>
</tr>
<tr>
<td>GWAR and WPG</td>
<td>8</td>
</tr>
<tr>
<td>Advancement to Candidacy</td>
<td>10</td>
</tr>
<tr>
<td>Certified Rehabilitation Counselor Certification</td>
<td>11</td>
</tr>
<tr>
<td>Program Listings</td>
<td></td>
</tr>
<tr>
<td>Faculty/Staff</td>
<td>12</td>
</tr>
<tr>
<td>Department Office Listing</td>
<td>12</td>
</tr>
<tr>
<td>Student Services</td>
<td></td>
</tr>
<tr>
<td>Services to Students with Disabilities</td>
<td>13</td>
</tr>
<tr>
<td>Career Center</td>
<td>13</td>
</tr>
<tr>
<td>Hi Tech Center</td>
<td>13</td>
</tr>
<tr>
<td>Educational Opportunity Program</td>
<td>13</td>
</tr>
<tr>
<td>Veterans Service Center</td>
<td>13</td>
</tr>
<tr>
<td>Student Services Center</td>
<td>14</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>A. Proposed Class Schedules</td>
<td>15</td>
</tr>
<tr>
<td>Four Semester/Fall Entrance</td>
<td>16</td>
</tr>
<tr>
<td>Five Semester/Fall Entrance</td>
<td>16</td>
</tr>
<tr>
<td>B. Suggested Electives</td>
<td>17</td>
</tr>
<tr>
<td>C. Field Study Internship Sites</td>
<td>18</td>
</tr>
<tr>
<td>D. Resources and Links and Forms</td>
<td>20</td>
</tr>
</tbody>
</table>
Overview

Introduction

The CSUS Vocational Rehabilitation Counseling Master’s degree program is a 60-semester unit program that provides students with a quality, well-balanced program of academic coursework and supervised clinical field experience. Students take courses in the concentration areas of rehabilitation and counseling, through which they gain both theoretical knowledge and practical experience. Special emphasis is placed on the development of effective counseling skills, vocational development and job placement skills, working with individuals with the most severe disabilities, and improving the overall quality of life of people with disabilities.

Rehabilitation counseling draws on knowledge from several fields – counseling, psychology, medicine, psychiatry, sociology, social work, education, law, and the work world. Although professionals in other fields may also work with people with disabilities, it is rehabilitation counselors who are uniquely qualified to provide vocational and psychological counseling to people with disabilities and their families.

The program prepares graduates to work in a wide variety of settings including state and federal rehabilitation agencies, community-based rehabilitation programs, independent living centers, employee assistance programs, educational settings, private rehabilitation programs, and other human service settings serving people with disabilities.

CORE

The program is fully accredited by the Council on Rehabilitation Education (CORE), the national accrediting body for Rehabilitation Counseling Education (RCE) programs. CORE identifies the following major areas of study for rehabilitation counseling:

- Professional Identity & Ethical Behavior & Advocacy
- Psychological Aspects of Disability & Cultural Diversity
- Human Growth & Development
- Employment & Career Development
- Counseling Approaches and Principles
- Group Work & Family Dynamics
- Assessment
- Research & Program Evaluation
- Medical, Functional & Environmental Aspects of Disability
- Rehabilitation Services, Case Management & Related Services
CORE accreditation provides significant advantage to program students and graduates in the following areas:

- CORE accreditation signifies that a program attained a national status of excellence in a number of areas including curriculum design, clinical experience, administration and faculty, resources, and evaluation methods.

- CORE accreditation provides the program’s students and graduates with immediate eligibility to become nationally Certified Rehabilitation Counselors (CRC’s), which significantly increases employment opportunities and status.

- CORE accreditation is a major factor in maximizing a program’s chance of obtaining training grant funds through the Rehabilitation Services Administration (RSA). RSA is the primary federal funding source for rehabilitation programs and services.

The CSU Sacramento Rehabilitation Counseling Program was fully accredited by the Council on Rehabilitation Education (CORE) starting in 1978. CORE has accredited the program every year since. Our last CORE review in Academic Year 2004/2005 gave us the maximum eight year accreditation ending in Academic Year 2011/2012. We are in the process of applying for review next year. Our curriculum is based upon the ten curriculum areas as outlined in the CORE Standards guidelines.

Our Mission

The overall mission of the CSUS Rehabilitation Counseling Master's degree program is to produce qualified rehabilitation counselors who possess the skills and dedication to assist individuals with disabilities in achieving self-determination, independence, meaningful employment and full community integration.

This mission is achieved through the provision of a quality educational program, with a careful balance of didactic learning and clinical experiences. Through the program, students develop the skills to effectively provide and coordinate all aspects of the rehabilitation process including: assessment; individual, group, family, and vocational counseling; job development and placement; case management; medical services; vocational and educational training; follow-up services; and other rehabilitation services that will help people with disabilities achieve their maximum potential.

An important aspect of the program mission is a focus on the recruitment and retention of students with disabilities and those from traditionally underrepresented populations. Special emphasis is also placed on facilitating
and maintaining working relationships with the rehabilitation community, especially the state Department of Rehabilitation.

The program mission addresses the critical shortage of qualified rehabilitation counselors in the state of California and the nation overall and seeks to increase the number of counselors available to meet an ever-growing need.

Within the larger mission, the following program objectives have been established:

- Increase the number of qualified rehabilitation counselors, including those with CRC designation, through provision of a high quality, CORE-accredited educational program.
- Conduct on-going monitoring and evaluation of the program to enhance program effectiveness and ensure appropriateness of curriculum and content.
- Increase the number of RCP applicants and students - including individuals with disabilities and from underrepresented groups and counselors currently working in the rehabilitation field who do not hold master’s degrees - through innovative recruitment and retention strategies.
- Ensure equal access and treatment for students with disabilities in application procedures, learning methods, and physical accessibility.
- Provide students with knowledge and skill building in both vocational-related areas (e.g., vocational evaluation, work adjustment, job placement, supported employment), as well as community integration approaches (e.g., independent living, improvement in quality of life).
- Develop students with multicultural awareness and sensitivity to serve the many diverse and underrepresented groups throughout the state of California and the nation.
- Develop students with the ability to act as advocates and change agents on behalf of people with disabilities (e.g., job and environmental restructuring and modification, accessibility issues).
- Educate students on the most updated information in relation to assistive technology devices and applications.
- Provide classroom instruction and skill building in relation to computer technology, specifically the World Wide Web and internet in performing research-related activities.
• Develop and maintain close contact with the rehabilitation community and encourage input and feedback from practicing rehabilitation professionals, with special emphasis on relations with the state Department of Rehabilitation.

• Provide students with networking opportunities and job lead information to facilitate employment placement in appropriate settings.

• Provide opportunities to develop a strong professional identity through exposure to professional experts in the field and membership in state and national counseling and rehabilitation associations.

Curriculum

Several factors must be taken into consideration in preparing one's schedule for each semester. To begin with, each student's proposed class schedule must be approved by his/her faculty advisor prior to registration each semester. It should also be understood that classified students receive a priority for space available in classes, thus one should be prepared to be flexible with respect to his/her scheduling.

Prerequisite Courses

All prerequisites, or their equivalencies, must be completed by the end of the first semester in order to become fully classified into the M.S. program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 168</td>
<td>Abnormal Psychology</td>
<td>3 units</td>
</tr>
<tr>
<td>EDC 170</td>
<td>Introduction to Counseling</td>
<td>3 units</td>
</tr>
<tr>
<td>EDC 171</td>
<td>Power, Privilege and Self Identity</td>
<td>4 units</td>
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Note: You may be admitted on a conditional basis without the necessary pre-requisites. The pre-requisites must be completed in the first semester.

Required Courses

- The Multicultural/Ethnic Counseling (EDC 210) course provides an exploration of ethnic and cultural differences to expand awareness and develop skills necessary to effectively work with persons with disabilities of various ethnic/cultural groups. This is increasingly important in California where there is an ever-expanding cultural/ethnic population. Five prerequisite 1-unit courses are required for this course in all of the major ethnic groups including Latinos, African Americans, Asian Americans, Native Americans, and European Americans.
Counseling Theory (EDC 216) and Practicum in Communication (EDC 280) are concurrent courses where the student receives didactic instruction regarding major counseling theories and, then, via triad assumes the roles of consumer, counselor, and feedback observer on a weekly basis to further increase knowledge and integration of the theoretical topic. These courses are especially important for the student to develop an individualized perspective about counseling prior to Individual Practicum experiences.

Appraisal in Counseling (EDC 218) is designed to cover test construction and exposure to psychometrics and other assessment instruments and appraisal techniques. This course provides very important information prerequisite to the Work Evaluation course.

Group Processes in Counseling (EDC 219) involves group experience and knowledge regarding group process theory and procedures (gained in Counseling Theory). The course offers the student an experience and group knowledge and skills which are essential to activities practicum functioning with job club and other group job seeking arrangements and which are emphasized in the Job Placement class.

Medical/Psychological/Social Aspects of Disability (EDS 260 A and B) is a 6-unit presentation covering 2 semesters of in-depth coverage of etiology; treatment, prognosis and limitations caused by various conditions and associated psychological and social factors. Personal and societal attitudes toward disabilities, self-concept and motivation are emphasized. The Medical Aspects courses demonstrate the use of assistive technology and how technology can be used in independent living.

Job Placement (EDS 262) provides and an analysis and practice of job seeking skills. Job restructuring, human engineering, and work environment modifications are presented to prepare the student for job placement activities with consumers with most significant disabilities.

Case Practices (EDS 263) gives the student an opportunity to provide written documentation of rehabilitation activities from file review and intake to case closure. Consumer uniqueness, diverse disabilities, self-concept and motivation are emphasized. This class is evolving into more emphasis on case practices in DOR and CRP settings and is emphasizing the use of assistive technology for people with disabilities and independent living as another outcome of the provision of services.
➢ **Work Evaluation (EDS 264)** expands the student's knowledge of assessment presented in the Appraisal course to include work samples and situational assessment in the rehabilitation process plus an integration of the medical, psychological and social aspects of disability in work evaluation. The course coverage enhances the student's assessment skills with Individual Practicum consumers.

➢ **Observations in Rehabilitation (EDS 462)** is an introductory course (it appears last but is actually our first course) that exposes the student to the rehabilitation process, rehabilitation history and legislation including federal legislation with amendments, ADA, and how these impact the various rehabilitation delivery systems. Information about professional organizations and the Code of Professional Ethics for Rehabilitation Counselors is handed out to students. Numerous field trips are included to rehabilitation settings and the student is required to spend at least 60 hours in one or more settings. The course is vital to understanding basic rehabilitation concepts including transition, supported employment and independent living.

➢ **Individual Practicum (EDS 460)** is seen as a professional experience where the practicum student is given opportunity to experience professional growth by utilizing acquired skills and techniques in a protected closely supervised setting.

Prerequisites for the Practicum course include:

- EDS 462
- EDS 260A
- EDS 260B
- EDS 262
- EDS 263
- EDS 264
- EDC 216
- EDC 280
- EDC 218

Individual Practicum must be completed prior to and not concurrently with Field Study (EDS 461). **Professional Liability Insurance** is also required. The University covers you under a blanket policy for which you will be charged $20. The charge will appear on your tuition and fees billing statement.
Individual Practicum is typically taken in the second to last semester and requires a minimum of 100 hours. Case movement is important; however, student growth is required. Students see consumers with disabilities including consumers for DOR. Monitoring is via one-way mirrors, audio and videotaping. The group is restricted to no more than 6 students. Each student is assigned two cases and meets with each person one hour per week during the 2 hours assigned for Individual Practicum. Outside research is required related to the issues presented by the client. The Code of Professional Ethics for Rehabilitation Counselors is reviewed and stressed.

The group debriefing occurs immediately after the students have met with the two consumers and is scheduled for two hours; but, often goes overtime as issues are discussed. The student and faculty practicum supervisor arrange mutually agreed debriefing sessions as needed. Required case notes provide the faculty supervisor another opportunity to assist the student in his/her professional growth by insuring a proper written expression of the case activities.

- The Internship or Field Study (EDS 461) is a minimum 600-hour experience which is completed in the students last semester in a rehabilitation setting where the student has direct consumer contact and counselor caseload responsibility. Appendix C shows a possible list of internship sites in Sacramento and surrounding counties. It should be noted that the internship site must be an agency which provides services to consumers with disabilities in an effort to provide rehabilitation services and that the intern’s supervisor hold a Master's Degree in Rehabilitation Counseling and preferably a CRC certification. See the Field Study Manual for more details.

- The Educational Research (EDS 250) course requirements include completion of the first two chapters of the student’s intended project or thesis and demonstration of those skills and knowledge necessary to be an informal consumer of research findings. This course gives the student prerequisites to complete the master’s project or thesis.

- The Master’s Project (EDS 561) or the Master's Thesis (EDS 560) gives the student an opportunity to complete an original and individualized study of a rehabilitation issue. Often, the end product is directly related to the student’s intended specialized work setting and it offers the student an in-depth study of that delivery system. We were delighted that one of our graduates research from her Master’s Project was subsequently published in the Journal of the California Association of Counseling and Development.
Elective Requirements

Students are required to complete four (4) units of elective classes depending on which culminating requirement is used. All electives must be upper division courses. Electives give the student an opportunity to take a class of special interest. Appendix B is a listing of suggested elective classes. All electives should be discussed with the student's academic advisor prior to registering.

Schedule Preparation

Class schedules and registration information are available online. Deadlines for registering and forms for late registrations are also online. Meet with your advisor to develop your schedule. It is important to note that not all classes are offered every semester. Go to: http://www.csus.edu/scheduler/index2.stm.

The New GWAR for Graduate Students

Beginning in August 2010, a new Graduation Writing Assessment Requirement (GWAR) specifically for graduate students was put into place. Graduate students will follow a two-step process to meet the GWAR: in the first step, your writing will be assessed to determine your readiness for graduate-level writing tasks. The second step is the completion of the culminating experience.

There will be three methods by which graduate students may take this first step in the graduate GWAR process. Choose one of the three options below:

**All graduate students must complete one of these options before they may advance to candidacy. Then, the Graduate GWAR requirement ultimately is met through completion of your graduate program requirements.**

**Option A:**

If you meet one of the equivalency standards below upon entry to the university, you do not need to take a GWI course or take the WPG:

- Have an M.A./M.S., Ph.D., or J.D. from a US-Accredited University or equivalent degree with coursework in the English language as evaluated by the Office of the Graduate Dean (attach copy of school transcript with degree noted).

- Published a refereed first- or single-authored academic journal article in the English language (attach a copy of the journal/publication cover and first page of the article with your name).
• Graduated with a baccalaureate degree or equivalent from a US-accredited University with a cumulative GPA of 3.7 or above (attach copy of school transcript).

• Received 4.5 or higher on the analytical writing portion of the GRE/GMAT (attach verification).

• Have been Instructor of record of a college-level writing course taught in the English language at a US-accredited University approved by the Office of the Graduate Dean.

Click here for the Writing Placement for Graduates (WPG) Waiver Form

Option B:

If you do not meet one of the equivalency standards, then you may complete the first step of the Graduate GWAR by earning a grade of B or higher in a Graduate Writing Intensive (GWI) course in your graduate program.

Option C:

If you do not meet one of the equivalency standards and your graduate program does not offer a GWI course, then you will need to take the Writing Placement for Graduate Students (WPG), a timed essay examination or retake the GRE/GMAT and obtain a score of 4.5 or better on the analytical writing section.

The WPG will ask writers to compose two essays, after reading a selection of brief texts, which represent a variety of genres typical in scholarly and professional writing, such as graphs, charts, tables, bullet lists, and scholarly prose. The WPG will be offered by the Writing Programs Office twice each year. The Fall 2010 WPG will take place on 16 August. The Spring 2011 WPG will take place on 10 January. Online registration for the WPG will be available through the campus Testing Center approximately 6 weeks before each test date. Students who are identified as needing additional help in order to complete graduate-level writing tasks will be required to take a GWI course in their program, to take ENGL 220W (offered through CCE) or retake the GRE/GMAT and obtain a score of 4.5 or better on the analytical writing section before advancing to candidacy.

For more information visit https://wpg.webapps.csus.edu/.
Advancement to Candidacy

- Those students who were conditionally classified must fulfill the conditions of classified status before submitting the Advancement form.

- Each student must satisfy the writing proficiency requirement according to university policy.

- All courses listed on the advancement, application for graduation and any other requirements must be completed within seven years (7) of the first course taken towards completion of the degree.

- Students may complete the Advancement to Candidacy form when 24 units of course work have been completed.

- No lower division coursework is allowed within the program. A minimum of two-thirds of the total number of units must be at the 200-level. Forty-two units must be taken in residence at CSUS.

- List only coursework to be applied toward the master's degree program. A 3.0 grade point average is required for all coursework listed. Grades of C- are acceptable provided that the overall grade point average of courses presented on the Advancement remain at or above a 3.0. No grade below C- is acceptable.

- The Advancement to Candidacy must follow the department curriculum as stated in the University catalog in effect at the time the student was officially classified in a master's program, or at the time the Advancement is filed in the Office of Graduate Studies (OGS).

- Any waivers or substitutions to the Advancement should be noted on a Petition for Exception signed by the major advisor and graduate coordinator.

- No more than six units taken in unclassified status are to be applied towards the degree and no units taken to remove admissions deficiencies can be counted toward the degree.

- The Advancement must specify a culminating requirement (thesis or project).
- The Advancement to Candidacy must be filed with the Office of Graduate Studies the semester before registering for the culminating experience (project or thesis.) [http://www.csus.edu/gradstudies](http://www.csus.edu/gradstudies).

- When the Advancement form is accepted and approved by the Office of Graduate Studies, the student is officially advanced to degree candidacy. The following guidelines should be of assistance in completing the Advancement to Candidacy (see the University catalog for details).

**Certified Rehabilitation Counselor Certification**

Students who have completed their Master's degree or are at least 75% completed are eligible to take the national certification examination. Application deadlines are May 15th for the October Examination and November 15th for the examination scheduled in April.

The CRC designation is administered by Commission of Rehabilitation Counselor Certification (CRCC), which was incorporated as an independent, non-profit commission in 1974, making it the oldest credentialing agency in the rehabilitation and counseling fields. Graduate students in the final stages of their course requirements can qualify to sit for the examination. Persons who sit for the exam must achieve a passing score in order to qualify for the CRC designation.

Today, there are over 15,000 Certified Rehabilitation Counselors (CRC's) practicing in the U.S., working to address the vocational, psychosocial, and independent living needs of an estimated 49 million persons with disabilities. Rehabilitation counseling has been described as a process whereby the counselor works collaboratively with the consumer to understand existing problems, barriers, and potentials in order to facilitate the client’s effective use of personal and environmental resources for career, personal, social, and community adjustment following disability.

Commission on Rehabilitation Counselor Certification (CRCC)
[http://www.crccertification.org](http://www.crccertification.org)

CRCC
1699 E. Woodfield Road, Suite 300
Schaumburg, IL 60173

(847) 944-1345 FAX: (847) 944-1346
[www.core-rehab.org](http://www.core-rehab.org)

Resources for Rehabilitation Counselors, including online study guide for the CRC exam:
Program Listings

Faculty

Guy Deaner, Ph.D., C.R.C.
Program Coordinator and Professor
deanerg@csus.edu
(916) 278-6663
Fax  (916)278-3498
Office: Eureka Hall 325

Todd Koch, Ph.D., C.R.C.
Adjunct Professor
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Mark Frayser, MS
Instructor
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Office: Eureka Hall325

Staff

Susan Abrams
Program staff assistant
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Department Secretary                      ASC 1
vrichard@csus.edu                          nahhasd@csus.edu
(916) 278-5558                             (916)278-6622
Fax: (916)278-3498                          Fax: (916)278-3498
Office: Eureka Hall 318                    Office: Eureka 316
Student Services

Services to Students with Disabilities (SSWD)

Students with disabilities may be eligible for access services through CSUS Services to Students with Disabilities which is located Lassen Hall, Room 1008, 916-278-6955 voice or 916-278-7239 TTY.) The SSWD website can provide additional information regarding services for students with disabilities. http://www.csus.edu/sswd/ or email at sswd@csus.edu.

Career Center

The Career Center provides proactive and comprehensive career services to students through: career development, experiential learning, on-campus recruitment and employer relations. More information can be found on the website: http://www.csus.edu/careercenter/index.htm, phone (916)278-6231 or email at careercenter@csus.edu.

High Tech Center

Students with disabilities can also utilize the campus High Tech computer center. The primary purpose of the High Tech Center is to determine the adaptive technology that would best meet the needs of the individual student and then offer instruction in the use of that technology. More information on the High Tech Center can be found at http://www.csus.edu/sswd/services/htc.html or call (916) 278-7915 or e-mail at htc@csus.edu.

Educational Opportunity Program

The Educational Opportunity Program (EOP) is part of the campus Academic Achievement Center. An EOP student has the potential to perform satisfactorily at CSUS, but may not have been able to realize this potential because of his/her economic and/or educational background. More information can be found at http://www.csus.edu/eop, phone (916) 278-6183 or go to Lassen Hall-Room 2205.

Veterans Service Center

Veterans Service Center provides multi-faceted assistance to prospective and enrolled student veterans and dependents. Most notably, the center assists
students accessing the GI benefits, completing the admission application process, and registering for courses. The center also helps students access campus resources, get involved in leadership activities, and transition into the civilian work world. More information can be found at: 
http://www.csus.edu/vets/index.html, phone: (916)278-6733 or email at vets@csus.edu.

For other student services go to:

Student Services Center: http://www.csus.edu/ssc
Appendix A

Suggested Course Schedule

Four Semester Completion - Fall Entrance

Semester I:
- EDS 462 - Supervised Field Observations 3 units
- EDS 260A - Psych/Soc/Med Aspects 3 units
- EDS 262 - Job Placement 3 units
- EDS 264 - Work Evaluation 3 units
- EDC 216 - Counseling Theory 3 units
- EDC 280 - Practicum in Communication 2 units

Semester II:
- EDS 250 - Educational Research 3 units
- EDS 260B - Psych/Soc/Med Aspects 3 units
- EDS 263 - Case Practices 3 units
- EDC 219 - Group Processes 3 units
- EDC 218 - Appraisal in Counseling 3 units

Semester III:
- EDS 460 - Practicum in Counseling 3 units
- EDC 210 - Multi-Cultural Counseling 3 units
- EDS 560/561 - Master's Thesis/Project 4-6 units
- Elective Courses 4 units

Semester IV:
- EDS 461 - Field Study 15 units
## Five Semester Completion - Fall Entrance

### Semester I:
- EDS 462 - Supervised Field Observations 3 units
- EDS 260A - Psych/Soc/Med Aspects 3 units
- EDS 262 - Job Placement 3 units
- EDS 264 - Work Evaluation 3 units

### Semester II:
- EDS 260B - Psych/Soc/Med Aspects 3 units
- EDS 263 - Case Practices 3 units
- EDC 216 - Counseling Theory 3 units
- EDC 280 - Practicum in Communication 2 units
- EDC 218 - Appraisal in Counseling 3 units

### Semester III:
- EDS 250 - Educational Research 3 units
- EDC 210 - Multi-Cultural Counseling 3 units
- EDC 219 - Group Processes 3 units
- Elective Courses 4 units

### Semester IV:
- EDS 460 - Practicum in Counseling 3 units
- EDS 560/561 - Master's Thesis/Project 4-6 units

### Semester V:
- EDS 461 - Field Study 15 units
Appendix B

Suggested Elective Listing

Students wishing to complete elective courses not on this listing should consult with academic advisor prior to registration.

- EDS 280-285 - Adult Learning Disabilities Certificate Program (available through the College of Continuing Education)
- EDS 150, 151, 152, 153 - Beginning, Intermediate and Advanced I & II American Sign Language
- EDS 160-161 - Deaf Culture and Community
- EDS 291A & B - Technology in Special Education
- EDS 299 - Special Problems/Independent study (allows for specialized study)
- EDC 200E - Current Issues in Counseling: Gays and Lesbians
- EDC 220 - The Spiritual Dimension in Counseling and Psychotherapy
- EDC 232 - Family Violence
- EDC 233 - Substance Abuse and the Family
- EDC 260 - Career Development
- (Grant Writing –researching)
Appendix C

Internship Locations for Sacramento and Surrounding Counties

Sacramento County

Crossroads Employment Services
California Department of Veterans Affairs – Vocational Rehabilitation Division
California State University, Sacramento – Services to Students with Disabilities
American River College – Disabled Student Programs and Services
Cosumnes River College – Disabled Student Programs and Services
Sacramento City College – Disabled Student Programs and Services
Sacramento City College – Workability Program
Sierra College - Disabled Student Programs and Services
NorCal Center on Deafness
Society for the Blind
PRIDE Industries
Resources for Independent Living
Goodwill Industries
Alta California Regional Center
Easter Seal Society of Northern California
One Stop Career Centers (14 locations in the Sacramento area)
San Juan Unified School District Transition Program
Elk Grove Unified School District Transition Program

Solano County

PRIDE Industries
Goodwill Industries
Solano Community College Disability Services
North Bay Regional Center
Solano County Department of Veterans Services
Suisun One Stop Career Center
Solano Employment Connection

San Joaquin County

San Joaquin Delta College – DSPS
CSU Stanislaus – DSPS
University of the Pacific - DSPS
Goodwill Industries
San Joaquin County Blind Center
Crossroads
Placer County

Placer County Independent Living Center
NorCal Center For Deafness
49er Regional Occupation Program
Sierra College Career Center
Auburn One Stop Career Center
Sierra College Career Center
Appendix D

Department Handouts and Forms

All forms are now available online or in the Department Office—Eureka 316

http://edweb.csus.edu/departments/eds