

School of Education GSC Proposals: Requiring full-faculty approval (2009-2010)

PROPOSAL I: School of Education (all Regional Centers)

Eliminate two Education Leadership courses (GED 636 and GED 686) which are no longer offered as a result of changes by the California Commission on Teacher Credentialing (CTC).

RATIONALE:

In 2004 the Educational Leadership Program underwent a major revision to comply with changes adopted by the California Commission on Teacher Credentialing (CTC). This revision included the combining of previous courses, creation of new courses, and the elimination of other courses. Additionally, in 2007, the course numbers for administrative fieldwork were changed to more clearly connect the fieldwork with specific courses.

As a result of these changes, all of the requirements were submitted and accepted to maintain CTC accreditation and add the new course listings in the Graduate Catalog. However, two courses which are no longer offered as a result of the above CTC revisions continue to be included in the catalog. These courses are GED 636 and GED 686. The outcomes and requirements for GED 636 were merged into GED 604, GED 606, GED 609, and GED 610. GED 686 (the fieldwork course) was divided out to become GED 603F, GED 604F, GED 606F, GED 609F, GED 610F, and GED 611F so that students would complete fieldwork concurrently with the appropriate course.

It is proposed, therefore, that GED 636 and GED 686 be deleted from the Graduate Catalog. These deletions have no impact on any other school or department, nor do they impact enrollment or staffing and there is no financial impact due to the fact that the courses have not been offered since 2004 and 2007 respectively.

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~~GED 636 (3) ELEMENTARY AND SECONDARY SCHOOL MANAGEMENT~~

~~Planning, organizing, implementing, facilitating and evaluating the daily operation of the school in order to achieve organizational goals and create a safe, productive environment conducive to student achievement.~~

~~GED 686 (1-6) FIELDWORK AND PRACTICUM~~

~~Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. May be repeated for a total of six units. Graded Credit/No Credit.~~

PROPOSAL II: School of Education (all Regional Centers)

Change Autism course from a Special Studies (GED 691) option to GED 652 course. It is recommended that the School of Education regularize a 3 unit graduate section of coursework in Autism that is currently being offered as a Special Studies course.

RATIONALE:

AB 2302 identifies the disability category of Autism as a critical area for school districts who employ Education Specialist teachers. Specifically, a university level course in Autism is required for employability of teachers with Mild/Moderate authorization until 2011. Currently, Autism disability content is required to be addressed in Moderate/Severe authorization only. All university teacher preparation programs will need to address Autism content in the Mild/Moderate Authorization also under the new CTC Re-Authorization and Reform process. In 2011, AB 2302 will sunset and the new regulations will take over.

In response to AB 2302 requirements, PLNU offers a graduate level course in Autism that is listed on the transcript as GED 691 Special Studies in Education. As PLNU proceeds through the Re-Authorization process, there exists the opportunity to use this Autism course as an anchor for a 9 – 12 unit Autism certificate. Autism is an area where many are interested in greater knowledge and expertise so it can be a beneficial certificate to offer.

There is no change to the school’s learning outcomes or credential and degree requirements. The benefit is to clarify the student records to reflect this distinct course on a student transcript.

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GED 652 (3) Autism Spectrum Disorders
Major educational practices of special education including emergent issues, theories, and research as they relate to curricular and instructional decision making for students with Autism Spectrum Disorder. This course provides the candidate with the necessary knowledge and skills regarding curriculum, instruction, assistive technology necessary to provide special education services and supports to students with Autism Spectrum Disorder in schools.

PROPOSAL III: School of Education, MA in Special Education (All Regional Centers)

Approved by the SOE faculty 3.17.2010

Approved by GSC 4.8.2010

PROPOSAL:

Currently, Education Specialist candidates must complete two levels of preparation to earn a *clear* credential. Education Specialists having met the requirements of the first, *preliminary*, credential must complete advanced special education coursework through an approved *clear* (Level II) program. In 2007, the California Commission on Teacher Credentialing (CTC) charged a Work Group and Design Team to propose amendments and additions to the special education regulations. These changes include updating special education authorizations to meet the current needs and practices found in

California public schools, a new method of preparation to earn a *clear* special education credential, and establishing a new specialty area authorization for teaching credential. These proposed amendments and additions were approved in March, 2009 with the directive to program sponsors to submit new program proposals and transition to these new standards beginning January, 2011. Given that the School of Education (SOE) is currently a program sponsor, a re-design of the existing *clear* program and accompanying courses is required to retain our program sponsorship and mindfully respond to the demands of the current market.

Therefore, it is recommended that the SOE implement the proposed Master of Arts in Special Education degree affording candidates both the newly defined Education Specialist *Clear* (Induction) Credential with selected Added Authorizations for Special Education (AASE). These authorizations include Autism, Traumatic Brain Injury (TBI), or Other Health Impaired (OHI). This new degree would replace the current Master of Arts in Education (with a concentration in Special Education) and the former *clear* (level II) Education Specialist credential program. It would be available to candidates beginning spring, 2011. No new candidates would be admitted in the former program after this date. Special attention will be taken to teach-out those currently enrolled in the current program.

Total course additions: 9 (effective spring 2011) GED 650 (3), GED656 (2), GED652 (3), GED652F (1), GED653 (3), GED653F (1), GED654 (3), GED654F (1), GED659 (2), Total 19

Total course deletions: 7 (effective end of summer 2011) (616, 628, 634, 638, 639, 642 – all are 3 hours, GED 684 3-6 hours)

(Courses may remain for general education. However these courses no longer meet standards required by CTC and will be phased out as current special education candidates move through the current clear credential)

PROGRAM LEARNING OUTCOMES (PLO)

1. The program provides candidates with appropriate professional development and preparation program-based coursework to expand skills and to pursue advanced study with consideration of their teaching assignment and Education Specialist authorization.
2. The program focuses on advanced skill development designed to enhance candidate teaching abilities and reflect inquiry based methodology and reflective practice.
3. The program assesses candidate skills in application of pedagogical knowledge and skills acquired in the preliminary credential program through an intensive and inquiry-based formative process that integrates induction program activities with district and partner organizations' professional development efforts.

With the Commission on Teacher Credentialing (CTC) approving the new Education Specialist Clear (Induction) Authorization standards in March, 2009, program sponsors are required to submit new program proposals and transition to these new standards beginning January 2011. Substantial changes have been made in the regulations for the new Clear (Induction) Education Specialist authorization that necessitates a re-design of the existing program and the development of new coursework specifically

designed to meet the new standards. The Commission’s changes to *clear* an Education Specialist credential include a program that combines advanced coursework with supported induction that is available to all *preliminary* credential holders.

There are several rationales for the proposed Master of Arts in Special Education Program:

- (1) CTC has integrated the SOE’s current Education Specialist *Clear* Standards into the new Education Specialist *Preliminary* Standards. Therefore, some of the current advanced coursework will no longer meet the new required *Clear* Standards.
- (2) The changes to *clear* an Education Specialist credential include a program that combines advanced coursework and supported induction. This strongly encourages the partnering of the SOE with local school districts. Therefore, it is imperative for all regional centers to be in alignment regarding course offerings and instructional practices. The Master of Arts in Special Education proposal allows the SOE to offer a new program that brings about this alignment.
- (3) The proposal also allows induction to be guided by the newly required Individual Induction Plan (IIP) and is accompanied by mentored support that will allow applied and specialized experiences for all the credentials that the candidate holds.
- (4) The key advantage of the new design from CTC will lead to better prepared, more competent teachers, who will also be authorized (AASE to potentially include Autism, TBI, or OHI) to deal with the complexities of special education. To remain competitive in the marketplace, the SOE needs to respond in a timely fashion. The Master of Arts in Special Education proposal allows the SOE to offer a masters degree that mirrors best practices and current service delivery models.

It is therefore recommended that the School of Education make the following major changes:

- (1) Eliminate the current 36 hour Master of Arts in Education program with Concentration in Special Education for the Clear Education Specialist teaching Credential at the end of fall semester 2011as it will no longer meet the required CTC standards.
- (2) Add the Master of Arts in Special Education, which will include: 1.) the Clear (Induction) Education Specialist Credential, 2.) at least one AASE, and 3.) advanced coursework culminating in a graduate degree beginning spring semester 2011.

<p style="text-align: center;">School of Education, Special Education Program 2010 Analysis of Changes in Course Offerings <i>Faculty Load Assignments per Regional Center</i></p>				
		OLD Offerings (unit load)	NEW Offerings (unit load)	<i>Net Chang</i>

Catalog	Course	Summer			Summer			e
		Fall	Spring	Summer	Fall	Spring	Summer	
Dropped entirely	GED 616	0	3	0	0	0	0	-3
	GED 622	3	3	3	3	3	3	0
drop from SPED Clear	GED 628	3	3	3	0	0	3	-6
Dropped entirely	GED 634	3	3	3	0	0	0	-9
Dropped entirely	GED 638	0	3	0	0	0	0	-3
Dropped entirely	GED639	3	3	0	0	0	0	-6
	GED 641	3	0	3	3	0	3	0
drop from SPED Clear	GED 642	3	3	0	0	0	0	-6
New	GED 650	0	0	0	0	3	3	6
New	GED 652	0	0	0	2	0	0	2
New	GED 652F	0	0	0	1	0	0	1
New	GED 653	0	0	0	0	2	0	2
New	GED 653F	0	0	0	0	1	0	1
New	GED 654	0	0	0	0	0	2	2
New	GED 654F	0	0	0	0	0	1	1
New	GED 656	0	0	0	3	0	0	3
Replaces GED684	GED 658	0	0	0	0	2	2	4
Replaces GED684	GED 658F	0	0	0	0	1	1	2
New	GED 659	0	0	0	0	0	3	3
Existing course	GED 670	0	3	3	0	3	3	0
Existing course	GED 672	6	6	6	6	6	6	0
Existing course	GED 675	0	3	0	0	3	0	0
Dropped entirely	GED 684	0	3	3	0	0	0	-6
Existing course	GED 689	3	3	0	3	3	0	0
Existing course	GED 689P	1	1	0	1	1	0	0
Total units		28	40	24	22	28	30	-12

Notes/Impact on Full-time Faculty & Adjunct Loads

1. Courses are offered based upon student demand.
2. Changes in courses required for program are replaced by other (different) requirements, so net impact of course offerings is the same (unless student population/demand changes).

MASTER OF ARTS IN SPECIAL EDUCATION COURSES:

MA in Education (Current) with a concentration in Special Education	MA Special Education (New)
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<i>The current program clears either the Mild/Moderate or the Moderate/Severe credential. All of the courses are the same except GED 616 or GED 638. 18-20 Units</i>			Education Specialist Core Courses Required for the Education Specialist Clear Credential and AASE/Total Core units required: 12-15		
GED 622	Advanced Special Education Assessment	1-3	GED 622	Change Title to: Advanced Special Education Assessment and Analysis of Behavior	3
GED 628	Using Technology to Support Student Learning (BTSA Standard 16)	3	GED656	Eliminate GED628 from the SPED Clear, note it was also eliminated from the requirements for the MS/SS Clear program. Create new course Shared Leadership, Legislation and Due Process	2
GED 634	Transition Services for Students with Disabilities	1-3	Eliminate GED634 and students will chose one Advanced Methods for Disabilities-AASE*Choose one of the following sets:		
			GED 652	Create new course: Methods for Teaching Students with Autism Spectrum disorders	3
			GED652F	Create new course: Fieldwork for Autism Spectrum	1
GED 639	Health Education (BTSA Standard 19)	3	GED 653	Eliminate GED639 as requirement for the Clear Credential, replace with Create new course: Methods for Teaching Students with Traumatic Brain Injury	3
			GED653F	Create new course: Fieldwork for Students with Traumatic Brain Injury	1
GED 642	Advanced Teaching of English Learners (BTSA Standard 19)	3	GED654	Eliminate GED642 as requirement for Clear (It remains in the MS/SS Clear) Create new course: Methods for Teaching Students with Other Health Impairments	3
			GED654F	Create new course: Fieldwork for students with Other Health Impairments	1
The current Mild/Moderate Clear Credential Requires					

GED616	Curriculum Development, Innovation, and Evaluation (BTSA Standard 15)	3	GED650	Eliminate GED616 and replace it with Create new course: Universal Access: Equity for all Students	3
The current Moderate/Severe Clear Credential Requires					
GED 638	Systems Management for Student Success in the Moderate/Severe Classroom	1-3		Eliminate GED638, all students take GED650	
			Total Core Units Required: 12		
Additional Advanced Courses for the Master of Arts					
GED 672	Philosophy of Education	3		No change	3
	Move GED689 to Requirement no longer elective		GED689	Existing Course required of other SOE Programs: Master's Project	3
	Add requirement of GED689P		GED 689P	Existing Course required of other SOE Programs: Action Research Project Support	1
TOTAL					19
Restricted Electives					
GED 684	BTSA Induction Fieldwork or Reflective Coaching Fieldwork for non-BTSA Candidates	3-6	GED 658	Replace GED684 with new course GED658 & 658F Reflective Coaching/Induction	2
			GED658F	Create New course: Reflective Coaching/Induction Fieldwork	1
	OR				
GED 689	GED689 Moved to Requirement Master's Project	3	GED 659	Create New course: Independent Studies in Special Education	2
TOTAL	REQUIRED				24
	Candidates with their preliminary coursework from this university may apply up to 9 units of approved coursework.	9		Candidates with their preliminary coursework from this university may apply up to 12 units of approved coursework. This brings the credits from the preliminary credential the same as the MATL Degree.	12
			Electives	Candidates can add other AASE to their credential, or complete elective hours by taking one of more of these electives. Each of these electives are already in existence and required of other SOE Programs, no new sections needed for this population.	12
			GED 642	Teaching Strategies for English	3

			Learners ¹		
			GED 670	Educational Psychology ²	3
			GED 641	School Communities in a Pluralistic Society ³	3
			GED 675	Family Systems ⁴	3
			GED 628	Using Technology to Support Student Learning ⁵	3
	TOTAL	36			36

Rationale: The Education Specialist Clear program standards have been revised by CTC (March 2009) necessitating a revision of our current Clear Education Specialist and Master of Arts degree program.

Impact on support services: The Office of Records, SFS, graduate admissions counselors and faculty will need to become familiar with the requirements of the new program. The support services offices have all been contacted during the development of this proposal and have encouraged this process as they see it beneficial to both candidates and the university.

Department/school/institution mission fit: The special education credential program has been an integral part of the School of Education for many years and continues to provide strong enrollment. As the legislature, CTC and market demands have been recognized, our program has adapted and grown. This proposal comes out of external laws and is responsive to the current market demands of special education candidates. This proposal allows our programs to be more competitive in helping candidates obtain a high quality education specialist clear credential, Added Authorization in Special Education, and at the same time complete a master’s degree.

Impact on enrollment: The education specialist credential programs at PLNU as a whole have been growing in response to the on-going shortage of trained teachers in the field of special education throughout California. It is anticipated with offering the proposed Master’s in Special Education with the AASE, more candidates will be interested in the program and district partnerships will increase.

Impact on department/school staffing: Regional Centers would utilize current full-time faculty or adjunct faculty. Each regional center and program coordinators for special education will develop a phase in for the Master’s of Arts in Special Education and phase out for the current program. Since the new program requirements are similar to the current program requirements there should not be an increase in faculty load to implement this program.

¹ GED642 is already offered frequently at the regional centers as it is required of the Multiple Subject/Single Subject Clear credential.

² GED670 is already offered frequently at the regional centers as it is required in the School Counseling (Pupil Personnel Services) Credential.

³ GED641 is already offered frequently at the regional centers as it is a requirement in all four concentrations in the Master of Arts in Teaching (MAT) preliminary credential programs, in the School Counseling (Pupil Personnel Services Credential), and the CLAD credential.

⁴ GED675 is already offered frequently at the regional centers as it is required in the School Counseling (Pupil Personnel Services) Credential.

⁵ GED628 is already offered at the regional centers at least once per year as it is a requirement in the Reading Certificate and is an elective in other programs.

Impact of proposal on the size of the major: none

Staffing increase/decrease: The proposal requires the addition of one field experience course for each of the three AASE's (Autism, Traumatic Brain and Other Health Impaired). The field experience courses would be overseen by special education faculty.

Budget: no change.

Course Descriptions:

Relationship between the MAT Degree and this new proposed degree:

Students that complete the PLNU MAT degree and then desire to complete their Clear credential and MA in Special Education would be subject to the academic policy within the graduate catalog for completing two degrees at PLNU.

Transfer Credit:

Students desiring to transfer relevant graduate credit from another regionally accredited institution would be subject to the academic policy within the PLNU graduate catalog.

COURSES DROPPED FROM CURRENT MASTERS IN EDUCATION WITH CONCENTRATION IN SPECIAL EDUCATION

GED 616 Curriculum Developments, Innovation, and Evaluation (3)

GED 628 Using Technology to Support Student Learning (3)

GED 634 Transition Services for Students with Mild/Moderate Disabilities (3)

GED 638 Systems Management for Students with Moderate/Severe Disabilities (3)

GED 639 Health Education (3)

GED684 BTSA Induction Fieldwork (3-6)

COURSES DROPPED FROM GRADUATE CATALOG 2010-11

GED 634 Transition Services for Students with Mild/Moderate Disabilities (3)

GED 638 Systems Management for Students with Moderate/Severe Disabilities (3)

PROPOSED CORE COURSES REQUIRED FOR EDUCATION SPECIALIST

CLEAR (INDUCTION) CREDENTIAL AND SUPPLEMENTAL AASE

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GED 622 (3) Advanced Special Education Assessment and Analysis of Behavior

Course Description:

This course provides the candidate with advanced and applied strategies for students with disabilities impacting appropriate social and emotional functioning. The course addresses conceptual models of behavioral deficits, social, academic, and behavioral interventions, and current legal issues in special education. Special emphasis will be placed on conducting functional behavior assessments, designing data-driven instruction, working with individual and group problem solving skills, and understanding positive behavior supports by use of informal and formal assessments.

GED 650 (3) Universal Access: Equity for all Students**Course Description:**

Principles of designing and implementing equitable and inclusive learning environments free of bias; use of culturally responsive pedagogical practices; differentiation of state-adopted academic content, student product, and instructional process to maximize student achievement – through use of a variety of resources and the implementation of a variety of service delivery models. Candidates apply skills to address curricular, instructional, and assessment challenges in the school and community settings.

GED 656 (2) Shared Leadership, Legislation, and Due Process**Course Description:**

Principles of organizational systems and systems change agent through examination of current legislation, theory, research, and practices in general and special education school reform. Exploration and development of shared leadership skills; advanced interpersonal communication; collaborative teaming and consultation; creative problem solving and conflict resolution; interagency coordination, and change agent. Special emphasis is placed on legislative practices as they relate to special education due process proceedings, compliance, district and parental rights, and student advocacy. Candidates apply skills to address programmatic and systems change challenges in school and community settings.

GED 652 (3) Methods of Teaching Students with Autism Spectrum Disorder**Course Description:**

This methodology course is designed to prepare Education Specialists for successful teaching of students with autism spectrum disorder (ASD). Topics include: instructional planning and social stories, evaluation techniques and functional behavior assessment, research trends and outcomes, working with repetitive behaviors, problem behaviors, sensory and movement disorders, atypical language development, and atypical social development. This course includes intentional practice in partnering for special education and related services, supporting students in the general curriculum, and promoting friendships for students with ASD.

GED 652F (1) Fieldwork for Autism Spectrum**Course Description:**

This fieldwork course requires 30 clock hours of observation and participation specific to teaching methods focused on students with ASD disabilities in school settings. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in GED 652. Graded CR/NC.

GED 653 (3) Methods for Teaching Students with Traumatic Brain Injury**Course Description:**

This methodology course is designed to prepare Education Specialists for successful teaching of students with the disability of traumatic brain injury (TBI). Candidates will become familiar with a variety of specific methods and strategies to use in teaching students who have

experienced a head injury. Among topics included: the need for frequent evaluation and reevaluation because of the nature and trend of their recovery, especially in the first couple of years after the onset of the injury; determining supplementary aids and services; supporting the functional domains of memory, attention and concentration, executive functioning, self-awareness, and language. This course will examine a comprehensive plan for addressing the long-term effects of TBI requiring interventions to address present and anticipated future needs of the students.

GED 653F (1) Fieldwork for Students with Traumatic Brain Injury

Course Description:

This fieldwork course requires 30 clock hours of observation and participation specific to teaching methods focused on students with ASD disabilities in school settings. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in GED 653. Graded CR/NC.

GED 654 C (3) Methods of Teaching Students with Other Health Impairments

Course Description:

This methodology course is designed to prepare Education Specialists for successful teaching of students with other health impairments (OHI). Topics include: determining the presence of acute and chronic conditions associated with OHI, collaborating with health professionals in the monitoring of the student's disability, determining the nature of specially designed instruction and services, curriculum differentiation and design, safe management and operation of specialized equipment, integration of curriculum, and classroom application of various forms of assistive technology.

GED 654F (1) Fieldwork for Students with Other Health Impairments

Course Description:

This fieldwork course requires 30 clock hours of observation and participation specific to teaching methods focused on students with ASD disabilities in school settings. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in GED 653. Graded CR/NC.

ADDITIONAL ADVANCED COURSES FOR THE MASTER OF ARTS IN SPECIAL EDUCATION:

GED 672 (3) Philosophy in Education Existing Course

GED 658 (2) Reflective Coaching/Induction Existing Course

(replaces GED684 3 – 6 hours)

Same course description

GED 658F (1) Reflective Coaching/Induction Fieldwork

This fieldwork course requires 15 clock hours of observation and participation specific to reflective coaching and individualized induction with focus on teaching students with disabilities. Candidates must be concurrently enrolled in GED 684. Graded CR/NC.

GED 689 (3) Master's Project Existing Course

GED 689P (1) Action Research Seminar

Existing Course

**GED 691 (2) Special Studies in Special Education
(3-6) Elective(s)**

Existing Course

Existing Course

GED 642 (3) Teaching Strategies for English Learners

Existing Course

GED 670 Educational Psychology

Existing Course

GED 641 School Communities in a Pluralistic Society

Existing Course

GED 675 Family Systems

Existing Course

GED 628 Using Technology to Support Student Learning

Existing Course