

GSC CURRICULAR PROPOSAL FORM
CURRICULAR PROPOSAL 2010-2011
School of Education – All Regional Centers

(GSC approved 3.17.2011)

ORGANIZATION OF PROPOSAL:

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PROPOSAL:

Currently, the Master of Arts in Special Education degree offers candidates the Education Specialist *Clear* (Induction) Credential with a choice of selecting one of three Added Authorizations for Special Education (AASE). The current authorizations approved by both GSC (2010) and CCTC are Autism Spectrum Disorders, Traumatic Brain Injury (TBI), or Other Health Impaired (OHI).

This proposal seeks to add two more Added Authorizations in the areas of Early Childhood Special Education (ECSE) and Emotional Disturbance (ED) be available for candidates within the MA SPED program. Students can enroll in these added authorizations as stand alone programs without completing the entire MA SPED or the Clear credential, or they can take the entire package. It is also proposed that a Transition Specialist certificate be available for candidates.

Total course additions: 4 (effective Fall 2011) GED XXX (3) Early Childhood Special Education Curriculum, Services, and Supports, GEDXXXF (1) Fieldwork for ECSE, GED XXX (3) Understanding Emotional/Behavioral Disorders: Interventions and Supports, GED XXXF (1) Fieldwork for Understanding Emotional/Behavioral Disorders. Total 8 units.

Total course deletions: 0

Total unit additions: 8

Total unit deletions: 0

Staffing increase/decrease: 8 units at each regional center

Library resource impact: 0

Signature Dean of the School/Department Chair

PROPOSAL:

PROGRAM LEARNING OUTCOMES (PLO)

The following table is presented to express the alignment of the three defining measures of Program Learning Outcomes with the university's institutional outcomes – learning, growing, and serving. These measures are expressed and expanded upon as they related to the core values of the SOE.

Institutional Learning Outcomes	SOE Learning Outcomes
1. Learning, Informed by our Faith 1.a Display openness to new knowledge and perspectives. 1.b Think critically, analytically and creatively. 1.c Communicate effectively.	1.Equip 1.a Engage in ongoing scholarly, professional, personal and spiritual growth. 1.b Gain knowledge and skills in critical thinking, analysis, and synthesis. 1.c Work collaboratively and communicate effectively as servant leaders.
2. Growing, In a Faith Community 2.a Demonstrate God-inspired development and understanding of others, 2.b Living gracefully within complex environmental and social contexts.	2.Transform 2.a Embrace the positive power of diversity through development as advocates for equity and access. 2.b Apply faith-based influences and beliefs within educational organizations.
3. Serving, In a Context of Faith 3.a Engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility. 3.b Serving both locally and globally.	3.Empower 3.a Engage in reflective educational practices that emulate Christian discipleship within an educational community focused on service and responsibility. 3.b Serve as research-based transformational leaders within educational organizations.

The Commission on Teacher Credentialing (CTC) approved new Education Specialist Clear (Induction) Authorization standards in March, 2009 which included Added Authorizations in disability-specific areas. This necessitates development of new coursework specifically designed to address these standards. Currently PLNU offers the Education Specialist Clear Authorization

with Added Authorizations in Autism Spectrum Disorders, Traumatic Brain Injury, and Other Health Impairments.

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

- (1) CTC has continued to encourage university teacher preparation programs to expand their capacity to offer a range of Added Authorizations to meet the needs of teachers and school districts.
- (2) Partnerships with local school districts continue to be strong and underscore the interest in and need for greater knowledge and expertise among special education teachers. The disability areas of early childhood and emotional disturbance have been experiencing increases in the identification of children with these unique learning needs for some time. Likewise, transition services are an important aspect of special education services and supports in school districts. Districts employ special education teachers as transition specialists to assist students and families as they move from high school to post-secondary services. As a result, districts are seeking teachers with expertise in these particular areas. The SOE can remain competitive in the marketplace by offering these unique areas of specialization. The proposal for the expansion of Added Authorizations within the Master of Arts in Special Education and a transition specialist certificate 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) Add the courses needed for an Added Authorization in Early Childhood Special Education as part of the Master of Arts in Special Education beginning fall semester 2011.
- (2) Add the courses needed for an Added Authorization in Emotional Disturbance as part of the Master of Arts in Special Education beginning fall semester 2011.
- (3) Add the Transition Specialist certificate as part of the Master of Arts in Special Education beginning fall semester 2011.

Rationale: In order to serve the growing needs of California's diverse special needs population in California's P-12 public schools, the School of Education seeks to include these Added Authorizations as part of the Master of Arts in Special Education. Candidates who complete these authorizations will be prepared to teach P-12 students diagnosed with these needs.

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 authorizations. 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 continue to be competitive in helping candidates obtain a high quality education specialist clear credential with an expanded range of Added Authorization in Special Education, complete a Transition Specialist certificate, and at the same time complete a master of arts degree in special education.

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 expansion of Added Authorizations in Special Education (AASE) and the Transition Specialist certificate, 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 schedule of course offerings to phase in the new Added Authorizations and the Transition Specialist certificate for the Master of Arts in Special Education. Since the new Added Authorizations and Transition Specialist certificate requirements are built upon the current program requirements there should not be an increase in faculty load to implement this program.

Impact of proposal on the size of the major graduate program: *The MA Sped currently has three options for students to choose from for their Added authorization. This proposal adds two more options but at the same time can bring in additional students who would be interested in these areas (ECSE & ED).*

Staffing increase/decrease: The proposal requires the addition of one field experience course for each of the AASE's (Early Childhood Special Education, Emotional Disturbance). The field experience courses would be overseen by existing special education faculty.

Budget: The following proposed budget illustrates the implementation of one added authorization 3 unit course at one center with just 6 students in column B. Column C illustrates 10 students, and Column D 15 students. All three scenarios are based upon the 2010-11 tuition rate of \$525 per unit.

	B	C	D		
	6 students taught by Adjunct	10 students taught by Adjunct	15 students taught by adjunct		
Revenue \$525 x 3 units	\$ 9,450	\$ 15,750	\$ 23,625		
Expenses					
Adjunct \$1440 x 3	\$ 4,323	\$ 4,323	\$ 4,323		
Indirect expenses (\$ 4,725	\$ 7,875	\$ 11,813		
Total Expenses	\$ 9,048	\$ 12,198	\$ 16,136		
Profit(Loss)	\$ 402	\$ 3,552	\$ 7,490		

Transfer Credit:

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

Proposal I. Early Childhood Special Education (ECSE) Added Authorization in Special Education (AASE)

The following courses are proposed as requirements for the ECSE AASE:

GED 661 (3) Early Childhood Special Education Curriculum, Services, and Supports
Course Description:

This methods course emphasizes planning, organizing, implementing, and evaluating programs for young children with special needs. Candidates will explore, plan, and implement curriculum and learning environments using individually responsive, age-related, and culturally appropriate methods and materials. Candidates will gain an understanding of the important role of play, active exploration, the construction and representation of knowledge , social interaction with peers and family members as significant others in children’s cognitive and linguistic

development. Effective instructional strategies and interventions are practiced and applied through 15 hours of fieldwork experiences (concurrent enrollment in GED XXXF).

GED 661F (1) Fieldwork for Curriculum Methods for Early Childhood Special Education

Course Description: This fieldwork course requires 15 clock hours of observation and participation specific to teaching methods focused on early childhood students with special needs. Candidates are responsible for transportation to and from program site. Candidates must be concurrently enrolled in GED XXX. Graded CR/NC.

These proposed new ECSE courses (4 units) would be the specialization core of the 9 unit AASE required by CTC. The remainder of the units would be completed through GED 656 and a choice of either GED 650 or GED 622 which are existing courses in the MA SPED. Note there is a prerequisite of EDU 653 which is also an existing course.

GED 661 (3) Early Childhood Special Education Curriculum, Services and Supports

GED 661F (1) Fieldwork for ECSE

GED 656 (2) Shared Leadership, Legislation, and Due Process

A choice of one of the following:

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

GED 622 (3) Advanced Assessment and Behavior Analysis

- (prerequisite course: EDU 653 (3) Language Acquisition for Students with Disabilities)

Proposal II. Emotional Disturbance (ED) Added Authorization in Special Education (AASE)

The following courses are proposed as requirements for the ED AASE:

GED 651 (3) Understanding Emotional/Behavioral Disorders: Interventions and Supports

Course Description: This methods course examines educational support strategies and intervention techniques suitable for students with emotional and behavioral challenges. Focus is given to understanding the function of behavior and its communicative intent. Measurement of behavior, reinforcement strategies, systematic program development, techniques for monitoring student progress, and procedures for increasing academic and socially appropriate behavior are emphasized.

GED 651F (1) Fieldwork for Understanding Emotional/Behavioral Disorders

Course Description: This fieldwork course requires 15 clock hours of observation and participation specific to teaching methods focused on students with emotional/behavioral

disorders. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in GED XXX. Graded CR/NC.

These proposed new ED courses (4 units) would be the specialization core of the 9 unit AASE required by CTC. The remainder of the units would be completed through GED 622 and GED 656 which are existing courses in the MA SPED.

GED 651 (3) Understanding Emotional/Behavioral Disorders: Interventions and Supports

GED 651F (1) Fieldwork for Understanding Emotional/Behavioral Disorders

GED 622 (3) Advanced Assessment and Behavior Analysis

GED 656 (2) Shared Leadership, Legislation, and Due Process

Proposal III. Transition Specialist certificate

The following existing courses are proposed as requirements for the Transition Specialist certificate:

GED 634 (3) Transition Services for Students with Disabilities

GED 659 (2) Independent Studies in Special Education

GED 634 was part of the former Clear Education Specialist credential and is no longer required by CTC as a separate course. However, teachers continue to seek knowledge and expertise in the area of transition services since it is a part of their on-going roles and responsibilities. School districts offer Transition Specialist special education teaching positions that require experience and expertise in the area of transition services. For universities there is a continuing market for coursework addressing this competency. PLNU can offer a certificate that will meet these needs.