

PROGRAM PROPOSAL

Proposed Name of
Degree/Credential:

Education Specialist: Mild/Moderate Disabilities
Credential Level II

Faculty Proposing New Program:

Jill Leafstedt, Maria Denney, Joan Karp

Review and Approval:

Signature of Proposer: _____

1. Curriculum Committee Approval:

Curriculum Chair: _____ Date: _____

2. Academic Senate Approval:

Chair, Academic Senate: _____ Date: _____

3. Administration Approval:

President (or designee): _____ Date: _____

1. Definition of the Proposed Degree Major Program

- 1a. *Name of the campus submitting the request, the full and exact designation (degree terminology) for the proposed degree major program, and academic year of intended implementation.***

Campus - California State University Channel Islands

Degree – Education Specialist: Mild/Moderate Credential Level II

Implementation – Fall 2005

- 1b. *Name of the department, departments, division or other unit of the campus that would offer the proposed degree major program. Identify the unit that will have primary responsibility.***

Academic Affairs- Education Program

- 1c. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.***

Jill M. Leafstedt, Ph.D.
Assistant Professor of Special Education

Maria K. Denney, Ph.D.
Assistant Professor of Special Education

Joan Karp, Ph.D.
Professor of Special Education
Chair of Education Programs

- 1d. *Objectives of the proposed degree major program.***
Learning Objectives

Students completing the Education Specialist: Mild/Moderate Disabilities Credential Level II Program will be able to:

1. Provide advanced levels of instruction to students with disabilities
2. Use research based instructional strategies
3. Make instructional decisions based on formal and informal assessment data
4. Effectively manage classrooms using high quality behavior management strategies
5. Demonstrate leadership in their school district based on an area of specialization within the field of special education
6. Effectively communicate and collaborate with families and professionals

7. Effectively advocate for students with disabilities and their families

- 1e. Total number of units required for the major. List of all courses, by catalog number, title, and units of credit, to be specifically required for a major under the proposed degree program. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.**

15-17 Semester units required for the Education Specialist: Mild/Moderate Disabilities Credential Level II Program.

COURSES:

SPED 640	Induction Planning and Support	1
SPED 641	Advanced Perspectives in Special Education	3
SPED 642	Advanced Behavior and Environmental Support	3
SPED 643	Advanced Assessment and Instructional Practices for Diverse Learners	3
SPED 646	Advanced Collaborative Partnerships and Effective Communication in School Settings	3
SPED 647	Transition and Career Education	1
SPED 649	Induction Evaluation	1

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COURSE DESCRIPTIONS:

SPED 640 Induction Planning and Support (repeatable)

Development of a Level II Professional Induction Plan in collaboration with a University Supervisor and a District Support Provider. The plan will include university and non-university components. The plan will identify the candidate's professional area of specialization and area of need. The induction plan will build upon the theoretical and practical knowledge gained in the Education Specialist Level I program and guide the candidate in developing a specific emphasis within the field of special education.

SPED 641 Advanced Perspectives in Special Education

This course prepares teachers and administrators to remain abreast of effective advanced practices in the field of special education. Students will demonstrate knowledge and abilities to interpret apply and disseminate current and emerging research, theory, legislation, policy and practice related to special education

SPED 642 Advanced Behavior and Environmental Support

Examination and analyzis of theories, research, and best practices of behavior and environmental support for students with disabilities within their own school settings.

SPED 643 Advanced Assessment and Instructional Practices for Diverse Learners

This field based seminar course builds upon students knowledge and skills of assessment and instructional methodology learned in their level I Education Specialist credential.

Students have the opportunity to discuss and review current practices in special education on the local, state and national level. Students review current trends in multicultural and bilingual special education, augmentative communication, data-based decision making, early intervention, outcomes assessments, technology and other areas that effect special education practices for students with mild/moderate disabilities.

SPED 646 Advanced Collaborative Partnerships and Effective Communication in School Settings

Examination and analysis of theories, research, and best practices for collaborative partnerships and effective communication within their own school settings and, professional and family environments.

SPED 647 Transition and Career Education

Students in this seminar will gain an understanding of transition planning and career education for students with disabilities. Students will demonstrate the ability to write and implement successful transition plans for students transitioning out of public education. Students will learn about career services for people with disabilities available from educational and community agencies

SPED 649 Induction Evaluation

This field based seminar course will evaluate and finalize candidates' Professional Level II Induction Plan and Professional Development Portfolio. The candidate will work with his/her University Supervisor and District Support Provider to demonstrate and/or document proficiency in the California State Standards for Education Specialists. The candidate will provide evidence for professional development within an area of need and area of specialization as determined in SPED 641.

- 1f. *List of elective courses, by catalog number, title, and units of credit that can be used to satisfy requirements for the major. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.***

N/A

- 1g. *If any formal options, concentrations, or special emphases are planned under the proposed major, explain fully.***

N/A

- 1h. *Course prerequisites and other criteria for admission of students to the proposed degree major program, and for their continuation in it.***

Requirements for Admission to the Education Specialist level II

CBEST verification

Education Specialist: Mild/Moderate Disabilities Credential Level I

Cumulative grade point average of 3.0 in post baccalaureate or graduate work

Two letters of recommendation from professionals who are knowledgeable about the candidate's professional work, at least one of whom is the candidate's current supervisor or administrator. Letters from university faculty describing the candidate's ability to successfully complete graduate work are also recommended.

Interview with the Education Programs Admissions Committee

Writing Sample. A written statement of purpose in a 400-600 word essay. This essay includes reflections on personal and professional goals, and how the candidate plans to acquire the knowledge and skills in order to achieve these goals.

Evidence of Employment as a Special Education Teacher. The Educational Specialist: Mild/Moderate Disabilities Credential Level II requires the student to be employed as a Special Education Teacher.

Program Maintenance Requirements:

As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each semester as part of the Induction Planning and Evaluation courses SPED 640 & 641.

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1i. *Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, etc.*

This program is designed to provide specific preparation for special education teachers in our region including, Southern Santa Barbara and Ventura Counties. The preparation of a fully credentialed special education teacher takes two steps: first a candidate completes an initial credential, called the Education Specialist: Mild/Moderate Disabilities Credential Level I. Once a candidate secures a teaching position with their Level I Credential, they must complete two years of additional teaching with accompanying university-level coursework and mentoring in the classroom. This program during the initial two years of teaching is called the Education Specialist: Mild/Moderate Disabilities Credential Level II. The level II coursework builds on the students' initial training in their Level I program. The Level II Credential Program provides a structure for students to connect their classroom teaching to theory and practice. The Level II Credential Program provides the candidate with the opportunity to develop advanced

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teaching skills under the guidance of a university supervisor and a school district support provider, all of which leads to the Level II Credential.professional.

- 1j. ***For undergraduate programs, provisions for articulation of the proposed major with community college programs.***

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N/A

- 1k. ***Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.***

As required by the state of California the Education Specialist: Mild/Moderate Disabilities Credential Level II Program was specifically designed to meet the latest standards of the California Commission on Teacher Credentialing for the Education Specialist level II Credential. It will be submitted to the Commission as soon as it is approved by the Curriculum Committee and Senate.

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2. **Need for the Proposed Degree Major Program**

There exists a critical shortage of credentialed special education teachers in the region, the State of California, and the nation. . Local superintendents have expressed a clear need for credentialed special education teachers to fill vacant positions in the school districts throughout Southern Santa Barbara and Ventura Counties. Additionally, Education Specialists with a Level I Credential are required by the State of California to complete a Level II Credential within five years.

- 2a. ***List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.***

Other CSU campuses that offer the Education Specialist Level II Credential include. Nearby institutions offering this credential include California Lutheran University and California State University Northridge (CSUN). Until 2004, the CSUN at Channel Islands Program offered the Level II Credential in Ventura County and Santa Barbara Counties. Presently, CSUCI assumes the the responsibility from CSUN to offer the Education Specialist: Mild/Moderate Disability Credential Level I and II to students in our region.

- 2b. ***Differences between the proposed program and programs listed in Section 2a above.***

The Education Specialist: Mild/Moderate Disabilities Credential Level II Program is designed to meet the latest California Commission on Teacher Credentialing

Standards. The Program is also designed with a broad national perspective while taking into account the regional need for well-qualified special education teachers. To this end the CSUCI program is similar to other local programs because they must all meet the same CCTC standards.

2f. Professional uses of the proposed degree major program.

The Education Specialist: Mild/Moderate Disabilities Credential Level II will provide advanced preparation for professionals in the field of special education. The Education Specialist: Mild/Moderate Disabilities Credential Level II will specifically provide the specialized knowledge, skills, and practice for special education teachers to become experts and assume leadership roles in their respective schools.

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2g. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.

	<u>Number of Students</u>	<u>Number of Graduates</u>
Initiation Year	20	5
Third year	40	20
Fifth year	40	25

3. Existing Support Resources for the Proposed Degree Major Program

3a. Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the program.

Jill M. Leafstedt
Assistant Professor of Special Education
PhD in Education, 2002
CSUCI 1 year
5 years as an educator including, special day class teacher, first grade teacher and Full Inclusion specialist
Publications (See attached vita)

Maria K. Denney
Assistant Professor of Special Education
Ph.D. in Education with an Emphasis in Special Education, Disability and Risk Studies, 2003
CSUCI 1.5 years
10 years as a child development specialist and early interventionist
Publications (See attached vita)

Joan M. Karp
Professor of Special Education

PhD in Special Education, 1982
25 years experience in higher education including professor and administrator at
University of Minnesota 12 years, CSUCI 3 years
Publications (See attached vita)

4. Additional Support Resources Required

The Education Specialist: Mild/Moderate Disabilities Credential Level II Program will require classroom space, library materials, library electronic databases, and the use of Information Technology (IT) resources. The IT requirements will not be extensive - mainly PCs for faculty and student use, PC Lab and "smart classrooms" wired for PCs screen projections and Web-based instruction. There are no special laboratory needs.

This program expects the University to provide the following campus resources for students, faculty and staff: parking, offices, food service, health services and key academic support resources (e.g., admission, advising, records, etc.).

4b. *Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.*

During 2005, CSUCI anticipates hiring additional tenure track faculty members to assist in offering the Education Specialist Level II Program. Since this program will offer one course and field experience each semester for one cohort of students, we anticipate needing one full-time equivalent faculty with expertise in special education and field supervision in order to coordinate this cohort during the initial years. In the next three to five years as the program grows, we anticipate needing 2 full-time equivalent faculty in the special education program. This program will also require a support coordinator at a minimum of 20% time to support the coordination of the Education Specialist Level II Program.

4c. *The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.*

The program will use the existing classroom space at CSUCI.

4d. *Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.*

Library resources are being acquired for the program. No additional resources above the existing CSUCI Library acquisition program are needed. The Special Education Faculty will work with the Library staff to ensure an appropriate level and subject distribution of library resources. CSUCI maintains a strong inter-library loan program with other CSU and statewide libraries.

- 4e. ***Additional equipment or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.***

No new needs beyond those planned during the development of the campus facilities are required.

5. ***Abstract of the Proposal and Proposed Catalog Description***

The Education Specialist: Mild/Moderate Disabilities Level II Credential Program at CSUCI is an advanced professional training program for Special Education Teachers. The California Commission on Teacher Credentialing requires that candidates complete the Level II Credential within five years of completion of a Level I Education Specialist Credential. CSUCI's Level II Program builds on the goals and objectives of our Level I Program. This program focuses on the diversity of students, collaboration between professionals and families, and effective instructional practices for students with disabilities. In alignment with the California State standards, the Level II Program has formed a partnership with local school districts. Candidates for the Level II Credential are employed teachers who in collaboration with their employing school district and the University develop an induction plan. The induction plan describes the coursework and non-university related professional development activities in which the candidate will participate. Up to 25% of the students induction plan may be completed through non-University activities. During the induction planning stage, the candidate will identify an area of specialization that will be his/her area of focus. University and non-university activities guide the candidate in developing the expertise in the following areas: data-based decision making; behavioral, emotional and environmental supports; current perspectives in special education; transitions from school to work; advanced assessment techniques; curriculum and instruction; and advanced collaboration and consultation with families and professionals.

Option 1: ~~Part-Time~~ (17 units)

Semester 1

SPED 640 Induction Planning and Support (repeatable)	1
SPED 641 Advanced Perspectives in Special Education	3

Semester 2

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California State University
Channel Islands

SPED 640 Induction Planning and Support (repeatable)	1
SPED 642 Advanced Behavior and Environmental Support	3
Semester 3	
SPED 640 Induction Planning and Support (repeatable)	1
SPED 643 Advanced Assessment and Instructional Practices for Diverse Learners	3
Semester 4	
SPED 646 Advanced Collaborative Partnerships and Effective Communication in School Settings	3
SPED 649 Induction Evaluation	1
** SPED 647 Transition and Career Education	1
** May be taken at anytime during Level II program	
Option 2: Full-Time (15 units)	
Semester 1	
SPED 640 Induction Planning and Support	1
SPED 641 Advanced Perspectives in Special Education	3
SPED 646 Advanced Collaborative Partnerships and Effective Communication in School Settings	3
Semester 2	
SPED 642 Advanced Behavior and Environmental Support	3
SPED 646 Advanced Collaborative Partnerships and Effective Communication in School Settings	3
SPED 649 Induction Evaluation	1
** SPED 647 Transition and Career Education	1
** May be taken at anytime during Level II program	

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New Program Consultation Sheet

Program Title: ___ Education Specialist: Mild/Moderate Disabilities Credential Level II

Recommend Approval

Program Area/Unit	Program/Unit Chair	YES	NO (attach objections)	Date
Art				
Biology				
Business & Economics				
Education				
English				
History				
Liberal Studies				
Mathematics & CS				
Multiple Programs				
Psychology				
Library				
Information Technology				