# Program Proposal
# Form B

SACRAMENTO
STATE

| Academic Group *(College)*: Education | Date of Submission to College Dean: October, 2010 |
|---|---|
| Academic Organization *(Department)*: Special Ed, Rehabilitation, School Psychology, and Deaf Studies | Request Effective: Fall_X  Spring , __2011_. |
| Department Chair: Bruce Ostertag | Contact if not Department Chair:  Kathy Gee, Coordinator Moderate/Severe Disabilities |

**Title of the Program** *(Please be specific; indicate minor, undergraduate or graduate degree, etc.)*: **Moderate/Severe Education Specialist**

**Type of Program Proposal:**

___X____   Modification in Existing Program:
           __X_ Substantive Change
           ___ Non-Substantive Change
           ___ Deletion of Existing Program

_____ New Programs
           ___ Initiation (Projection) of New Program on to Master Plan
           ___ New Degree Programs
               ___Regular Process
               ___Fast Track Process
               ___Pilot Process
           ___ New Minor, Concentration, Option, Specialization, Emphasis
           ___ New Certificate Program

PLEASE NOTE:    Form B is to be used only as a Cover Form.  Additional information is requested for
                  each of the above as noted in the corresponding procedure in the Policies and
        Procedures for Initiation, Modification, Review and Approval of Courses and
                  Academic Programs found at http://www.csus.edu/umanual/acad.htm

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**Briefly describe the program proposal (new or change) and provide a justification.**

The Moderate/Severe Specialist Credential Program will be making the following changes based on the mandated standards newly adopted by CCTC, community feedback, and student input. Overall, the changes relate to strengthening the ties between curricular access, technology, and fieldwork. We propose to drop EDS 291A/B: Educational Technology, while strengthening the relationship between technology and access to the core curriculum in EDS 205: Methods in Access & inclusion in the core curriculum: Mod/Severe disabilities (new name) as well as more advanced work in EDS 209: Augmentative and Alternative Communication. We are dropping the EDS 217 course in Positive Behavioral Support specific to Mod/Severe, and instead requiring EDS 230A/B which is a course in Positive Behavioral support across Mild/Mod/Severe Disabilities. We are proposing a change in the name and units of EDS 235: Initial Seminar (1 unit) to EDS 235: Field seminar in Program Planning and Instruction (2 units) to better reflect the content.

We also propose changing the number of units for our student teaching semesters based on administrative and field feedback. EDS 414: Student Teaching I, Mod/Severe, will be 3 units, and EDS 415: Student Teaching II, Mod/Severe, will be 5 units. EDS 421: Intern Teaching will be 5 units. The reduction of units from 5-units to 3-units and 10-15 units to 5-units respectively in the initial and final student/intern teaching units will more closely align these units with the average of other CSUs in similar programs. Additionally, the change is based on CCTC's recommendation to explore methods to streamline the process and requirements for earning an Education Specialist Credential.

We are also proposing some name changes to EDS 205, 208, and 218 to better reflect the content in the courses, but these are not substantive.

Overall these actions reduce the number of units in the Mod/Severe Specialist Program by 12 units.

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**Approvals:**

Department Chair: _____ Date: 1-11-11

College Dean: _____ Date: 1-12-11

University Committee: _____ Date: 2/9/11

Associate Vice President and Dean
   for Academic Affairs: _____ Date: 2-28-11

| EXISTING PROGRAM | NEW PROGRAM |
|---|---|
| **PROGRAM REQUIREMENTS : LEVEL I MODERATE/SEVERE SPECIALIST CREDENTIAL** | **PROGRAM REQUIREMENTS: PRELIMINARY MODERATE/SEVERE SPECIALIST CREDENTIAL** |

**Prerequisites (6 units)** — EXISTING PROGRAM

| Course | Title | Units |
|---|---|---|
| EDS 100 A/B | *Education of Exceptional Children* | 2 + 1 |
| EDS 130 A/B | *Typical & Atypical Development* | 2 + 1 |

**Prerequisites (3 units)** — NEW PROGRAM

| Course | Title | Units |
|---|---|---|
| EDS 100 A/B | *Educating Students with Disabilities In Inclusive Settings* | 2 + 1 |
| EDS 130 A/B | *Typical & Atypical Development* | 2 + 1 |

**Required Courses** — EXISTING PROGRAM

| Course | Title | Units |
|---|---|---|
| EDS 119 | *Legal and Social Foundations of Inclusive Education* | 3 |
| EDS 205 | *Inclusive Elementary: Moderate/Severe* | 3 |
| EDS 206 | *Collaborative Program Development: Moderate/Severe* | 3 |
| EDS 207 | *Secondary, Post-Secondary, Transition: Moderate/Severe Disabilities* | 3 |
| EDS 208 | *Systematic Assessment & Instruction: Moderate/Severe* | 3 |
| EDS 209 | *Augmentative & Alternative Communication* | 3 |
| EDS 216A/B | *Movement, Mobility, SHCN* | 2 + 1 |
| EDS 217 | *Positive Behavioral Support: Moderate/Severe* | 3 |
| EDS 218 | *Advanced Methods Moderate/Severe* | 3 |
| EDS 220 | *Language and Literacy I* | 3 |
| EDS 221 | *Language and Literacy II* | 3 |
| *** | | |
| EDS 235 | *Initial Seminar: Moderate/Severe* | 1 |
| EDS 236 | *Final Student Teaching Seminar: Moderate/Severe* | 1 |
| EDS 291A/B | *Technology in Special Education* | 2 + 1 |
| EDS 292A/B | *Teaching English Learners* | 2 + 1 |
| EDS 413 | *Fieldwork in Moderate/Severe* | 3 |
| EDS 414 | *Student Teaching I: Moderate/Severe* | 5 |
| EDS 415 | *Student Teaching II: Moderate/Severe* (OR, EDS 421 *Student Internship : Moderate/Severe -15*) | 10 |

59-64 units + 6 pre-requisite

**Required Courses** — NEW PROGRAM

| Course | Title | Units |
|---|---|---|
| EDS 119 | *Legal and Social Foundations in Special Education* | 3 |
| EDS 205 | *Methods in Access & Incl. in the Core Curriculum: Moderate/Severe* | 3 |
| EDS 206 | *Collaborative Program Development: Moderate/Severe* | 3 |
| EDS 207 | *Secondary, Post-Secondary, Transition: Moderate/Severe Disabilities* | 3 |
| EDS 208 | *Evidenced-based Assess & Instruction: Moderate/Severe* | 3 |
| EDS 209 | *Augmentative & Alternative Communication* | 3 |
| EDS 216A/B | *Movement, Mobility, SHCN* | 2 + 1 |
| *** | | |
| EDS 218 | *Instructional Strategies: Low Incidence Disabilities* | 3 |
| EDS 220 | *Language and Literacy in Inclusive Classrooms I* | 3 |
| EDS 221 | *Language and Literacy in Inclusive Classrooms II* | 3 |
| EDS 230A/B | *Positive Behavioral Support: Mild/ Moderate/Severe Behavioral Challenges* | 2 + 1 |
| EDS 235 | *Fieldwork Seminar in Program & Instruction: Mod/Sev* | 2 |
| EDS 236 | *Final Student Teaching Seminar: Moderate/Severe* | 1 |
| *** | | |
| EDS 292A/B | *Teaching English Learners with Disabilities* | 2 + 1 |
| *** | | |
| EDS 414 | *Student Teaching I: Moderate/Severe* | 3 |
| EDS 415 | *Student Teaching II: Moderate/Severe* (OR, EDS 421 *Intern Teaching: Moderate/Severe -5*) | 5 |

47 units + 6 pre-requisite