MA IN TEACHING WITH EDUCATION SPECIALIST EXTENSIVE SUPPORT NEEDS TEACHING CREDENTIAL

![Sacramento State — Redefine the Possible]

In Workflow

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Approval Path

1. Sun, 19 Sep 2021 23:16:18 GMT
   Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 30 Sep 2021 22:06:09 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 22:44:08 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

History

1. Feb 7, 2020 by Kathleen Gee (kgee)
2. Mar 11, 2021 by Katie Dickson (katie.dickson)

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Viewing: MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential

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Changes proposed by: Deidre Sessoms (101023477)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2022-2023 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
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Type of Program Proposal:
Major

Program Change Type:
Substantive

Is this a pilot program?
No

Is this a Fast Track program?
Yes

Title of the Program:
MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential

Designation: (degree terminology)
Master of Arts

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

The California Commission on Teacher Credentialing, the governing and accrediting body for all school personnel programs in California, has substantially changed the program standards that all Education Specialist (special ed) credential programs must meet. Substantial program changes are therefore required in order to meet these new standards and new Teaching Performance Expectations (TPEs). The new programs must go into effect beginning Fall 2022 (no student can be admitted into an old program after spring 2022).

The name of the program changed because the name of the credential program changed (from "Moderate to Severe Disabilities" to "Moderate to Severe Support Needs."

We are requesting a new plan code be built for this program due to the change in the name of the credential.

Program objectives were updated to reflect active verbs from Bloom's revised taxonomy.

Many updates/changes were made to catalog copy for a variety of reasons: because of changes due to Quadrant IV (Cal State Apply); changes in admissions requirements (e.g. writing proficiency, Basic Skills Requirement, Subject Matter Requirement,); new MAT grade policy is added to catalog copy; and additional information about the credential portion of the program was added to the Program Description. Director of Graduate Studies Stephanie Biagetti and Associate Dean Pia Wong assisted with this catalog copy.

Total units increased by 11-13 units over the course of the program, but it will not take students any longer to complete the program. Rationale for increasing units includes the following:

1. Field experience, student teaching, and intern teaching courses previously did not comply with the credit hour policy. They do now comply but this increased the number of units in field/student/intern teaching by a total of 8-10 units across the entire program. The unit load assigned to student and intern teaching is now in line with sister CSU campus teaching credential programs (e.g. student teaching is 8 units at CSU Long Beach; it is 9 units at Fresno State).

2. The Commission on Teacher Credentialing has added a high stakes performance assessment as a completion requirement for all Special Education credential programs (it had previously already been added as a completion requirement for Multiple and Single Subject credential programs). Sacramento State has chosen the edTPA (education Teaching Performance Assessment) to fulfill this requirement; it is administered by Pearson. CTC standards require that the credential program provide substantial assistance to teacher candidates as they prepare and submit the performance assessment to Pearson to be scored. One unit was added to EDSP 205 so that a "practice edTPA" can be done in the course (CTC requires multiple opportunities for candidates to practice the edTPA). EDSP 238 (2 units) is a new course that was added to provide summative support in the final semester of the program on the edTPA. This accounts for the final 3 units added to the program.

Program changes with justifications are listed below:

First semester
EDSP 119 (3 units): Content has been added related to anti-racism, and the intersectionality of racism and ableism
EDSP 206 (3 units): No changes
EDSP 220 (3 units): Align to new TPEs related to identifying appropriate supports for students with complex communication needs, including nonverbal K-12 students
EDSP 216 (2 units): This course was moved from second semester to first semester in the program, and was reduced by one unit (from 3 units to 2 units). This course functions better as an introductory course related to students with neurological and developmental disabilities needed in the first semester for background information. The decrease in units is because content (activities and assessments) that was previously included in the past were already being covered in other, more appropriate courses. Taking out this content (and associated SLOs, activities, assignments, and assessments) reduced redundancies in the program
EDSP 235 (3 units): This course has a name change, and units were increased from 2 to 3 units since the instructor monitors and coordinates with mentor teachers as well as introduces unit planning, lesson planning, participation and support plans, and systematic instruction.

Second semester

EDSP 209 (3 units): This course has a name change and it now is a requirement for all 3 special education credential programs (to meet new TPEs), so there is a broadened scope of augmentative and alternative communication. The three programs are: Early Childhood Special Education, Mild to Moderate Support Needs, and Extensive Support Needs.

EDSP 221(3 units): Align to new TPEs related to identifying appropriate supports for students with complex communication needs, including nonverbal K-12 students; and to effectively differentiate instruction to facilitate Least Restrictive Environment.

EDSP 217 (3 units): No change (also taken by ECSE students)

EDSP 413: Fieldwork Phase One (5 units). Student outcomes were added to support new TPEs and assessments. Units changed from 3 to 5 to comply with the credit hour policy, based on the number of hours candidates are required to be in fieldwork.

Third semester

EDSP 205: (3 units) This course has a name change, and the units have been increased from 2 units to 3 units in order to do a practice edTPA which is the new summative high stakes performance assessment requirement from CTC (CTC requires that candidates be given opportunities to prepare prior to final student teaching, when the edTPA is due).

EDSP 207: (2 units) This course has a name change, and new student learning outcomes were added to the Form A to comply with the language of Bloom's revised taxonomy

EDSP 208: (2 units) This course has a name change and new student learning outcomes were added to the Form A to comply with the language of Bloom's revised taxonomy (also taken by ECSE)

EDSP 236: (1 unit) Moved from 4th semester to 3rd semester since a different seminar (238) must be offered in the final semester to accompany the edTPA assessment (high stakes performance assessment in the final semester which requires a support course), name change to proseminar, new student learning outcomes related to positive behavioral supports and reflective practice

EDSP 292: (3 units) Changes only in the Student Learning Outcomes to align with new TPE requirements related to augmentative and alternative communication for English learners with and without disabilities

EDSP 414: Field experience Phase two (6 units) – New student learning outcomes have been developed and the units have been increased from 3 to 6 to comply with the credit hour policy

OR students may take

EDSP 421: Intern Teaching I (9 units) – New student learning outcomes have been developed to meet the requirements of an internship. Course classification code was changed to generate fewer WTUs to put our WTUs in alignment with the rest of the CSU campuses with intern courses, and the units have been increased from 5 to 9 to comply with the credit hour policy

Fourth semester

EDSP 218: (3 units) The name has been changed, and new student learning outcomes have been added to the Form A using Bloom's revised taxonomy.

EDSP 238: (2 units) This is a new course designed for all special education candidates as a support seminar for the new Special Education EdTPA (high stakes performance assessment)

EDSP 293: (3 units) New student learning outcomes have been developed for this course.

EDSP 415: (8 units) Student Teaching – This course has a name change, and new student learning outcomes. The number of units has been changed from 5 units to 8 units in order to comply with the credit hour policy

OR students can take

EDSP 422: (9 units) Advanced Intern Teaching – This is a new course designed for teacher candidates who take internships in semester two of year two of their program. New student learning outcomes have been developed to meet the requirements of a second semester internship.

Finally, we propose that this program, as well as all MASET (Masters of Arts in Teaching, Education Specialist) programs, be approved to be an online program. The candidates from all five special education programs are combined into one cohort for the year 3 MAT-only courses. The MAT-only courses in this program (which occur in year 3) need to be approved for online so that they can be offered in a modality that allows ECSE candidates to participate in them after completing the credential. This is because the ECSE program is already approved and offered online and attracts candidates from throughout the state of California.

Objectives of the degree program:

Program objectives:

1. Identify individual differences in ability, language, and experiences, and use understanding of these differences to support achievement.
2. Diagnose learning problems and strengths, and evaluate students' achievement.
3. Identify social, cognitive, and affective needs of students and plan and implement appropriate lessons to meet those needs.
4. Teach lessons that utilize a range of strategies - e.g., inquiry, discovery, problem solving, inductive reasoning - that address the varying needs of the students
5. Compare and contrast various models of, and strategies for, classroom management, and identify and use elements that promote an equitable, productive, and positive learning environment for all students.
6. Apply effective communication skills, both written and oral, to stimulate optimal student learning.
7. Apply effective interpersonal skills including conflict resolution and problem solving in teaching contexts.
8. In accordance with CTC standard 6, exhibit desirable professional attributes and dispositions essential to working successfully in schools, e.g., prompt, dependable, self-directed, flexible, and responsive to constructive criticism.
9. Identify and utilize community and family resources to enhance students' learning.
10. Select and use appropriate evidence-based practices for students with moderate/severe disabilities including: person-centered planning, ecological assessment, literacy, access to core curriculum related to intellectual abilities, functional and basic skills instruction, augmentative and alternative communication, positive behavioral interventions and supports, community based instruction, transition planning and supported employment, methods for students with low-incidence disabilities.
11. Collaborate with general education teachers, related service professionals, paraprofessionals, family, and community members.
12. Identify and critically examine the range of problems/issues related to special education teaching practices, policy issues, and/or program evaluation.

13. Analyze and synthesize main themes in educational research related to a topic of inquiry.

14. Critically analyze how teacher action research/ classroom inquiry can utilize forms of qualitative, quantitative, and mixed methods designs to probe difficult questions, further the knowledge base related to evidence-based practices in special education, and improve current practice.

15. Critically analyze and apply knowledge of teacher action research approaches and designs to determine tools and methods of data collection to conduct thesis research.

16. Apply appropriate data analysis techniques in teacher action research/classroom inquiry and examine how critical analysis can be used to interpret data in diverse school and community settings.

17. Analyze and explain how data analysis and interpretation can be used to inform teacher practices, curriculum development, and/or education policy and to support educational systems change efforts.

18. Apply critical and independent thinking to present research question(s), literature related to the research topic, data collection methods and tools, data analysis, and implications of the research results in both written and oral formats.

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Information literacy
Disciplinary knowledge
Intercultural/Global perspectives
Professionalism
Research (optional)

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this program change impact your department's currently written Program Standards Document?

Yes

Program Standards: Please include suggested language changes.

CTC special education program standards have significantly changed, and so our responses to those standards have changed as well. The program responses to standards are housed electronically (as now required by CTC) so there are no new language changes to take into account beyond the electronic files. This was confirmed by Associate Deans Pia Wong and Karen O'Hara in the COE.

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.

No changes.

Is this change in response to program or unit assessment activities?

No

Will this program introduce any new or changes to program assessments?

Yes

Please describe the new or changes to the program assessments:

CTC special education program standards have significantly changed; a high stakes summative assessment is part of the new program standards and so program assessments have been aligned in turn to support completion of the culminating summative assessment (which is submitted to an external body - Pearson - to be reviewed and scored). These assessments are embedded in the course syllabi. A new course (EDSP 238) will support candidates in designing and submitting the newly required summative performance assessment (this level of support is required by the Commission on Teacher Credentialing).

Please attach a Comprehensive Program Assessment Plan (required)

Assessment Plan Final.pdf

Please attach a Curriculum Map Matrix (required)

Matrix Education Specialist Extensive Support Needs TPEs Course Matrix.pdf
MAT SPED curriculum map Matrix.pdf

Please attach a five-year budget projection (required)

ESN Form B fiscal impact.pdf

Catalog Description:

Program Description

The MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential blends a teaching credential program with a Master of Arts in Teaching. The MAT program focuses on inquiry-based education which includes hands-on instruction with problem-based learning and issues-centered curriculum and a focus on reflection during the teaching and research process. The program foundation rests in social justice and equity in education for all children and youth, including those with disabilities, and their families.

The Education Specialist Extensive Support Needs (ESN) Teaching Credential authorizes the holder to provide educational services to students with extensive support needs in Grades K-12, and up to the age of 21. This credential embeds the English Learner Authorization (ELA) and Autism Spectrum Disorder (ASD) Authorization, which prepare candidates to work with second language learners and students with autism spectrum disorder, respectively. Additionally, teacher candidates may choose to apply to be an intern during the course of their program.

The ESN Teaching Credential provides candidates with applied experiences through coursework which is competency based, connecting theory to practice. Teacher candidates have supervised field experiences every semester in which they work closely with mentor teachers to develop individualized program plans for students; conduct assessments and develop instructional plans; design modifications and adaptations for participation in the core curriculum; collaborate with general education teachers, and related service providers; and engage their students' family members in the educational process. Placements are carefully planned in order to make sure candidates experience a wide range of student abilities and challenges as well as a range of age groups. The teacher preparation coursework focuses on preparing effective teachers for working with diverse student populations with an emphasis on preparing socially just teachers and leaders for systems change, committed to equity and inclusion in culturally and linguistically diverse schools and communities.

Upon completion of the ESN Teaching Credential coursework, program candidates may complete an additional sequence of three Master of Arts in Teaching (MAT) courses for a total of 15 units, if they want to complete the MAT after finishing the credential. Throughout the MAT program, candidates will learn how to critically examine evidence-based practices, policy issues, and current research on teaching and learning in the field of special education. Candidates will be expected to apply analytical skills to develop and implement standards-based curriculum in diverse settings using best instructional and inclusive practices that positively impact the learning of all students, including English Learners and children and youth with disabilities. Candidates also will conduct original teacher action research using practice-based methods in diverse educational settings. The materials and associated activities presented in the MAT coursework are highly integrated to support candidates with successful completion of the Master of Arts in Teaching degree at the end of the program.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Master of Arts in Teaching with Preliminary Education Specialist Extensive Support Needs Teaching Credential

The California Commission on Teacher Credentialing (CTC) establishes admissions requirements for all preliminary teaching credential programs and the CSU Chancellor's Office further specifies admissions requirements. The requirements listed below may be subject to change, based on actions of these two governing bodies. Interested applicants are encouraged to contact the Academic and Program Services Office in Eureka Hall 401, (916) 278-6639, an advisor in the Student Success Center (https://www.csus.edu/college/education/student-support/), or the MAT with Credential program website (https://www.csus.edu/college/education/teaching-credentials/apply.html) for the most current admissions requirements.

Program Admission Requirements

1. A Baccalaureate degree is required for admission to the MAT degree program.
2. Minimum of 45 hours of experience related to working with children or youth in a K-12 classroom or equivalent.
3. Submit two references: one from a person who has observed the applicant's academic competence (current or former instructor) and the other from a person who has observed the applicant working with children or youth. *NOTE*: References from family members will not be accepted.
4. Submit a graduate writing sample.
5. Satisfy writing proficiency by meeting the Basic Skills Requirement.
6. Satisfy the Basic Skills Requirement. For more detailed information, visit the CTC website (http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf). Example of ways to satisfy Basic Skills Competence include:
   a. Pass the California Basic Educational Skills Test (CBEST)
   b. Pass the CSET Multiple Subjects plus Writing Skills examination
   c. Pass the CSU Early Assessment Program (EAP) or the CSU Placement Examinations
   d. Achieve qualifying score on the SAT or ACT (see the CTC website (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/))
   e. Score a 3 or above on specific AP examinations (see the CTC website (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/))
   f. Earn a grade of "B-" or better in specific college or university courses as detailed on the CTC website (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/).

g. Applicants can "Mix and Match" options, as detailed on the CTC website (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/).

7. Satisfy the Subject Matter Competence requirement. For more detailed information, visit the CTC website. Examples of ways to demonstrate subject matter competence: take and pass all subtests of any CSET examination (e.g. the Multiple Subject/Elementary California Subject Exam for Teachers-CSET), complete a subject matter program, or complete an approved undergraduate major as detailed on the CTC website.

8. Grade Point Average (GPA) of at least 2.67 overall or 2.75 in last 60 semester or 90 quarter units as evidenced from official transcripts from every college/university attended.

9. Complete Credential Prerequisite Courses : EDUC 170, EDUC 100A, EDUC 100B. List of equivalent coursework is located on the Teaching Credentials website (https://www.csus.edu/college/education/teaching-credentials/apply.html).

10. Certificate of Clearance (COC) security clearance issued by the Commission on Teacher Credentialing: evidence of submitting the COC application and fingerprints must be submitted at application.

11. Participate in a Mandatory Interview.

Detailed descriptions of all admissions requirements are contained in the program's application instructions, which are available on the Teaching Credentials Application website (https://www.csus.edu/college/education/teaching-credentials/apply.html).

Applications Required

CSU Graduate School Application for the University
Sacramento State graduating seniors, Sacramento State students completing a master's degree or second bachelor's degree, and applicants not currently attending Sacramento State MUST apply for admission to graduate school through the Office of Graduate Studies (OGS) by completing and submitting the CSU application on-line: Cal State Apply. (https://www2.calstate.edu/apply/)

Supplemental Application
A separate Supplemental Application is only required for current undergraduate Sacramento State students who are applying to take first semester program coursework while still classified as an undergraduate. The application link is posted on the Teaching Credential website in October of the year prior to admission.

Additional Information

Certificate of Clearance (COC/Fingerprint Clearance)
All applicants must submit verification of having been issued a security clearance by the Commission on Teacher Credentialing (CTC) before they will be allowed to officially start the credential program.

EXCEPTION – it is not necessary to apply for the Certificate of Clearance if you can verify you hold a valid California certificate or credential such as an emergency permit for substitute teaching, Pre-intern certificate, PPS credential, Child Development Associate or Supervisor Permit, Adult Vocational Education credential or a valid Multiple or Single Subject credential.

NOTE: If you answered "YES" to any of the Personal and Professional Fitness questions on the Certificate of Clearance application, you will need to obtain the official arrest record and court paperwork regarding each incident. Refer to the CTC website (http://www.ctc.ca.gov/educator-discipline/self-reporting.html) for instructions, forms, and where to submit all additional paperwork. If you have arrests and/or convictions on your record, once you submit the additional documentation to CTC, the processing of your clearance application can take SIX MONTHS or longer. This means you may not be eligible to start the program if your clearance is not issued before the program begins. If you have any questions, contact the CTC directly via email (credentials@ctc.ca.gov).

Verification of Bachelor's Degree
All applicants must obtain a bachelor's degree from a regionally accredited college/university in the United States in order to be eligible for a credential. Proof can be obtained through official transcripts and listed as "Degree(s) Awarded" with the date the degree was awarded. To find out if your college/university is regionally accredited by one of the accrediting agencies approved by the California Commission on Teacher Credentialing (CTC), visit the CTC website (http://www.ctc.ca.gov/credentials/accreditation-bodies.html).

Foreign Transcript Evaluation
Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees, and other relevant documents prior to applying for a teaching credential program. This evaluation is required by the California Commission on Teacher Credentialing (CTC). It is recommended that credential program applicants have their documents evaluated by WES (http://www.wes.org/students/), since both the University Office of Graduate Studies and the Commission will accept the WES (http://www.wes.org/students/) evaluation. Applicants should select the **WES INTERNATIONAL CREDENTIAL ADVANTAGE PACKAGE (ICAP) Course by Course Evaluation**. For additional information on foreign transcript evaluations please visit the CTC website (http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf) and the Office of Graduate Studies website (https://www.csus.edu/graduate-studies/future-students/applicants-with-foreign-documents.html).

Verification of completing the United States Constitution Requirement
California Education Code, Section 44335, requires all candidates for Multiple Subject, Single Subject, and Education Specialist credentials to demonstrate knowledge of the United States Constitution by completing a college-level course with a "C" or equivalent grade or better, or pass a college-level examination in the subject, or verify AP exam credit for American History or American Government/Politics. While this is not a program admission requirement, this requirement must be completed before the credential can be granted at the end of the credential program. Most CSU graduates have met this requirement. More information can be found by contacting pre-credential advisors in the College of Education Student Success Center (https://www.csus.edu/college/education/student-support/).

Minimum Units and Grade Requirement for the MAT Degree

Units required for the MAT degree: 30

Minimum Cumulative GPA for the MAT degree: 3.0

Additional Information for All Admitted Program Candidates: Credential Coursework

Continued Enrollment: Continued enrollment in the MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential Program is contingent upon candidates maintaining a GPA of 3.0 in all professional education courses. If incomplete grades or grades of "D", "F", and "NC" (No Credit) are received in professional education courses, the candidate must withdraw from the program unless a specific exception has been approved by the Credential Appeals Committee. Any student on academic probation is subject to automatic disqualification unless approved by the Credential Appeals Committee to continue.

Grade Requirement for the ESN Credential: Any grade below C- in a required credential course must be retaken in order to meet credential requirements.

Delays: Candidates who have to delay progress in the MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential Program will file a "Program Delay Petition" in the Teaching Credentials Office. A student returning after a delay may be accommodated on a space available basis. Candidates must return and complete the program within the seven-year limit for graduate programs.

Appeal Process: A student who has been formally admitted to the program has the right to appeal to the Credential Appeals Committee about any policy affecting program continuation, except for those policies set by the Commission on Teacher Credentialing or state education code. Appeals petitions and assistance are available in the Teaching Credentials Office.

Additional Information for All Admitted Program Candidates: MAT Degree

Grade Requirement for the Master's Degree: Courses required for the Master of Arts in Teaching degree require a grade of B- or better in order to be used to satisfy the requirements of the Master's degree. If a student receives below a B- in any course required for the Master's degree, the course must be successfully repeated with a grade of B- or better in order to satisfy the requirements of the degree program (grades of C- or better will satisfy the requirements for the teaching credential).

Delays: Candidates who have to delay progress in the MA in Teaching with Early Childhood Special Education Teaching Credential Program will file a "Program Delay Petition" in the Teaching Credentials Office. A student returning after a delay may be accommodated on a space available basis. Candidates must return and complete the program within the seven-year limit for graduate programs.

Advancement to Candidacy Procedures: Each student working toward a Master of Arts in Teaching degree must file an application for Advancement to Candidacy for the degree. The purpose of this application is to provide certification to the Office of Graduate Studies that the student will complete the necessary requirements and coursework for the Master's degree. The student must be advanced to candidacy the semester prior to enrolling in EDSP 500.

This procedure should begin as soon as the classified graduate student has:

- Completed 21 units in the graduate program with a minimum 3.0 GPA; and
- Met the Graduate Writing Requirement through completion of the Graduate Writing Intensive (GWI) course, EDSP 281, with a B grade or better.

Advancement to Candidacy forms are available online through the Office of Graduate Studies. The student should complete the form in consultation with the MASET Program Coordinator. The form must be submitted online with the Office of Graduate Studies for approval.

Culminating Experience Enrollment: Before enrolling in EDSP 500, the student must submit a reservation form for a Culminating Experience to the MASET Program Coordinator.

Continuous Enrollment in the Master's Degree: Enrollment in EDSP 500 for the culminating experience is for one semester. The expectation is that students will complete the culminating experience during EDSP 500. Up to three semesters of continuous enrollment (EDSP 599) are allowed if the Culminating Experience advisor deems a reasonable amount of progress has been made and assigns a grade of "RP" for EDSP 500. If students fail to make adequate progress while enrolled in EDSP 500 and there are no mitigating circumstances (e.g., illness), a grade of "no credit" is given, and the student must re-enroll in EDSP 500.

Bilingual Authorization (BA)

The BA is a specialized authorization that authorizes the credential holder to provide instruction in the primary language to candidates with limited English proficiency. This option is available concurrently for all program candidates with oral and written fluency as well as cultural/historical knowledge of the target group (currently approved languages include Spanish or Hmong; other languages are in the process of being approved). Candidates can complete additional requirements to add the Bilingual Authorization in Spanish or Hmong. For additional information on the BA option, contact the College of Education Equity Coordinator (https://www.csus.edu/college/education/student-support/equity-office.html) for an advising appointment to review your transcripts.

Program Requirements:

As defined by policy http://www.csus.edu/umanual/acadaff/fsm00010.htm, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Year 1		
First Semester		**Units**
Fall		
EDSP 119	Legal and Social Foundations of Special Education	3

EDSP 206	Collaborative Program Planning with Families, Professionals, and Communities	3
EDSP 216	Understanding the Implications of Developmental Diversity in Children and Youth	2
EDSP 220	Language and Literacy in Inclusive Classrooms I	3
EDSP 235	Field Seminar in Program and Instruction: Mod/Severe Disabilities	3
	Units	**14**
Second Semester		
Spring		
EDSP 209	Developing Augmentative & Alternative Communication Systems: Assessment and Intervention	3
EDSP 217	Positive Behavioral Support: Effective Individual, Class-wide and School-wide Applications	3
EDSP 221	Language and Literacy in Inclusive Classrooms II	3
EDSP 413	Field Experience I: Moderate/Severe Disabilities	5
	Units	**14**
Year 2		
First Semester		
Fall		
EDSP 205	Methods in Access and Inclusion in the Core Curriculum: Mod/Severe Disabilities	3
EDSP 207	Secondary/Post-Secondary Methods and Transition Planning: Moderate/Severe Disabilities	2
EDSP 208	Evidenced-based Assessment and Instruction: Mod/Severe Disabilities	2
EDSP 236	Student Teaching Seminar: Moderate/Severe Disabilities	1
EDSP 292	Teaching English Learners with Disabilities	3
EDSP 414 or EDSP 421	Field Experience II: Moderate/Severe or Intern Teaching: Moderate/Severe Disabilities	6 - 9
	Units	**17-20**
Second Semester		
Spring		
EDSP 218	Instructional Strategies: Low Incidence Disabilities	3
EDSP 238 Culminating Seminar for Education Specialist Candidates		2
EDSP 293	Strategies for Inclusive Classrooms: Education Specialist	3
EDSP 415 or EDSP 422	Student Teaching: Moderate/Severe or Course EDSP 422 Not Found	8 - 9
EDSP 422 Advanced Intern Teaching: Students with Extensive Support Needs		
	Units	**16-17**
Third Semester		
Summer		
EDSP 281	Critical Issues in Special Education Research and Practice ✏	6
	Units	**6**
Year 3		
First Semester		
Fall		
EDSP 282	Methods in Research Design and Practice with Diverse Children, Youth, and Families	3
	Units	**3**
Second Semester		
Spring		
EDSP 283	Critical Analysis and Interpretation of Data within Diverse School and Community Contexts	3
EDSP 500	Master of Arts Thesis: Special Education	3
	Units	**6**
	Total Units	**76-80**

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

n/a: There are no undergraduate education programs at Sacramento State. The Teacher Preparation programs draw from a variety of majors with steady and increasing numbers.

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

None.

Provide a fiscal analysis of the proposed changes:

The majority of these courses are already part of the Department's scheduled course offerings. Therefore, the changes in those courses are expected to have no fiscal impact.

There are two courses that will have new Course Classification Codes; EDSP 413 and EDSP 421.
• EDSP 413 change - increases the cost of supervising each candidate (increase from 0.33 WTU per candidate to 0.5 WTU per candidate; increase required by accreditation).
• EDSP 421 change - decreases the cost of supervising each candidate (decrease from 1.0 WTU per candidate to 0.66 WTU candidate; puts us in alignment with other CSU campuses).

We expect no net change in cost because we have calculated the WTUs in supervision needed each semester for each, and they are generally equivalent. Both Associate Dean Karen O'Hara and Dean Sidorkin are aware of these changes and have approved them.

How will the above changes be accommodated within the department/College existing fiscal resources?

No additional resources will be required.

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

None needed.

Estimate the cost and indicate how these resource needs will be accommodated:

No additional cost or resources are needed.

Key: 415