# Program Proposal

**Form B**

<table>
<thead>
<tr>
<th>Academic Group (College): Education</th>
<th>Date of Submission to College Dean:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Organization (Department): Special Ed, Rehabilitation, School Psychology and Deaf Studies</strong></td>
<td><strong>Requested Effective: Fall__, Spring__, 2012__</strong></td>
</tr>
<tr>
<td>Department Chair: Dr. Bruce Ostertag</td>
<td>Contact if not Department Chair: Dr. Patt Kearly or Dr. Rachael Gonzales, Co-Coordinator Off Campus Program (CCE), Dr. Kathy Gee, Coordinator Moderate/Severe Disabilities</td>
</tr>
</tbody>
</table>

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

**Type of Program Proposal:**

- [ ] Modification in Existing Program:
  - [ ] Substantive Change
  - [ ] Non-Substantive Change
  - [ ] Deletion of Existing Program

- [X] New Programs
  - [ ] Initiation (Projection) of New Program on to Master Plan
  - [ ] New Degree Programs
    - [ ] Regular Process
    - [ ] Fast Track Process
    - [ ] Pilot Process
  - [X] 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](http://www.csus.edu/umanual/acad.htm)
The Moderate/Severe Specialist Credential Program and the Mild/Moderate Credential Program at CSUS offered though the CSUS College of Education have recently instituted changes based on mandated standards adopted by CCTC. While the new Mild/Moderate program will authorize future candidates to teach students identified as having Autism Spectrum disorders, the mild/moderate credential program which has been in place for the last decade does not provide authorization for teachers with a Mild/Moderate credential.

This proposal allows a pathway for currently enrolled and past CSUS students who hold the Mild/Moderate credential to add the Autism Spectrum Disorders authorization by enrolling in 11 units in the new Moderate/Severe Credential program. The design assumes that the majority of students seeking the ASDAA will concurrently apply to the Masters program and units from the ASDAA sequence will also serve to meet the elective requirements for the Masters degree. The course sequence does not require the development of any new courses and provides a sequenced pathway of existing coursework for candidates who need to demonstrate skills for serving students with Autism Spectrum Disorders. The proposal targets four existing courses within the newly approved Moderate/Severe Preliminary Credential Program:

<table>
<thead>
<tr>
<th>PreReq EDS 100A/B Ed Stu w/Disabilites in Inclusive Classrooms</th>
<th>ASDAA Standards 1 &amp; 3</th>
<th>2 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 235 Field Seminar in Program &amp; Instruction Mod/Sev</td>
<td>ASDAA Standards 1 &amp; 2</td>
<td>3 units</td>
</tr>
<tr>
<td>EDS 208 Evidence-Based Assess &amp; Instruction: Mod/Sev</td>
<td>ASDAA Standards 2 &amp; 3</td>
<td>3 units</td>
</tr>
<tr>
<td>EDS 209 Augmentative &amp; Alternative Communication</td>
<td>ASDAA Standards 1, 2 &amp; 3</td>
<td>3 units</td>
</tr>
<tr>
<td>EDS 414 Student Teaching I (Practicum)</td>
<td><strong>Total</strong></td>
<td><strong>11 Units</strong></td>
</tr>
</tbody>
</table>

ASDAA Standard 1: Characteristics of ASD
ASDAA Standard 2: Teaching, Learning, and Behavior Strategies for Students with Autism Spectrum Disorder
ASDAA Standard 3: Collaborating with Other Service Providers and Families

The proposal includes the additional listing of the 3 ASDAA standards within the syllabi of the identified courses, but does not represent a substantive change as the content for these standards is included within the context of the existing classes.

**Approvals:**

Department Chair: [Signature] Date: 5/9/11

College Dean: [Signature] Date: 9/16/11

University Committee: [Signature] Date:

Associate Vice President and Dean for Academic Affairs: [Signature] Date:

09/10/2008
The CSUS Autism Spectrum Disorders Added Authorization (ASDAA)

Introduction
CSU Sacramento is currently in the process of completing documentation for revised educator preparation credential programs to meet new program standards issued by the California Commission on Teacher Credentialing (CTC). Three preliminary credential programs have been approved at the university level and are being prepared for submission to CTC for formal review in the areas of mild/moderate, moderate/severe and early childhood special education. On March 8, 2011 the Special Education Area Group (SEAG) faculty accepted a draft proposal 2/24/11 to incorporate the Autism Spectrum Disorders Added Authorization (ASDAA) into the overall package for CTC review. On April 12, 2011 the proposal was presented at an EDS department meeting and approved at by faculty.

The following section describes the need, the coursework design which targets already existing courses and the CTC standards that will be incorporated into the existing coursework. The overall program design is described and syllabi templates for the ASDAA courses are included. Additionally, a proposed procedure for application and coordination of the ASD Added Authorization program is presented.

Demonstration of Need:
The new CTC standards to be implemented in Fall 2011 allow candidates in both the mild/moderate and moderate/severe programs to serve students with autism. Candidates who received a preliminary mild/moderate credential under the former program are not allowed to serve students with autism unless they add a moderate severe credential or an added authorization in autism (ASDAA). It is estimated that a large percentage of currently practicing mild/moderate teachers will be expected to add the ASD authorization over the next five to ten years. Over the past year, the CSUS department has been approached by two organizations (i.e., UC Davis and El Dorado County) seeking to partner with CSUS to offer the added authorization via the College of Continuing Education and faculty have received a large number of requests from previous mild/moderate credential candidates seeking a pathway through CSUS to add the autism authorization to their current credential.

The Proposed Coursework and Program Design:
The proposed ASDAA added authorization is designed include an 11 unit program of coursework which dovetails with the newly redesigned preliminary moderate/severe credential and addresses the three specific ASD standards:

<table>
<thead>
<tr>
<th>PreReq</th>
<th>Course Description</th>
<th>ASDAA Standards</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 100A/B Ed Stu w/Disabilities in Inclusive Classrooms</td>
<td>Field Seminar in Program &amp; Instruction Mod/Sev</td>
<td>1&amp; 3</td>
<td>2 units</td>
</tr>
<tr>
<td>EDS 208</td>
<td>Evidence-Based Assess &amp; Instruction: Mod/Sev</td>
<td>ASDAA Standards 1 &amp; 2</td>
<td>3 units</td>
</tr>
<tr>
<td>EDS 209</td>
<td>Augmentative &amp; Alternative Communication</td>
<td>ASDAA Standards 2 &amp; 3</td>
<td>3 units</td>
</tr>
<tr>
<td>EDS 414</td>
<td>Student Teaching 1 (Practicum)</td>
<td>ASDAA Standards 1, 2 &amp; 3</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>11 Units</td>
</tr>
</tbody>
</table>

ASDAA Standard 1: Characteristics of ASD
ASDAA Standard 2: Teaching, Learning, and Behavior Strategies for Students with Autism Spectrum Disorder
ASDAA Standard 3: Collaborating with Other Service Providers and Families

The coursework is integral to the preliminary moderate severe program and emphasizes systematic instruction in inclusive environments. All students accepted to the ASDAA program must already hold (or be concurrently enrolled in) a mild/moderate preliminary credential and thus have some basic knowledge of students with a range of disabilities (e.g. EDS 100A/B Ed Students with Disabilities in Inclusive Settings). Table 1 lists the coursework for the newly approved moderate/severe credential program and highlights the existing courses that are targeted for the ASDAA sequence. The complete CTC text for the ASDAA standards is included as an attachment to this document.
<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>2+1</th>
<th>Prerequisite</th>
<th>2+1</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 100A/B Ed Stu w/Dis Inclu Classrooms</td>
<td></td>
<td>EDS 100A/B Ed Stu w/Dis Inclu Classrooms</td>
<td></td>
</tr>
<tr>
<td>EDS 130A/B Typ/Atypical Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td>3+1</td>
<td><strong>CTC Standards - ASDAA</strong></td>
<td>3+1</td>
</tr>
<tr>
<td>EDS 119 Legal &amp; Social Foundations In Special Ed</td>
<td></td>
<td><strong>ASDAA</strong></td>
<td></td>
</tr>
<tr>
<td>EDS 205 Methods in Assess &amp; Inclus In Core Curric (Mod/Sev)</td>
<td>3</td>
<td>1 ASDA 1 Characteristics Autism Spec Disorder</td>
<td></td>
</tr>
<tr>
<td>EDS 206 Collaborative Program Development (Mod/Sev)</td>
<td>3</td>
<td>2 ASDA 2 Strategies for ASD</td>
<td></td>
</tr>
<tr>
<td>EDS 207 Secondary, Post-secondary Transition (Mod/Sev)</td>
<td>3</td>
<td>3 ASDA 3 Collab w Serv &amp; Families ASD</td>
<td></td>
</tr>
<tr>
<td>EDS 208 Evidence Based Assessment &amp; Instruction (Mod/Sev)</td>
<td>3+1</td>
<td></td>
<td></td>
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<tr>
<td>EDS 209 Augmentative &amp; Alt Communication</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>EDS 216A/B Movement &amp; Mobility SHCN</td>
<td>2+1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 218 Instructional Strategies: Low Incidence Disabilities</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 220 Language &amp; Literacy In Inclusive Classrooms: I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 221 Language &amp; Literacy in In Inclusive Classrooms: II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 230A/B Pos Behavioral Supports M/M/Sev</td>
<td>2+1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 235 Field Seminar: Program &amp; Instruction Mod/Sev</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 236 Final St Tch Seminar Mod/Sev</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 292A/B Tch Eng Learners w/Disabilities</td>
<td>2+1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 414 Student Teaching I: Mod/Sev</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 415 Student Teaching II: Mod/Sev (or EDS 421 Intern Teaching: Mod/Sev)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Units 53</strong></td>
<td>6+47</td>
<td><strong>Total Units 11 Proposed for ASDAA</strong></td>
<td>11</td>
</tr>
</tbody>
</table>
The Proposed Coursework Sequence and Program Design:
The proposed coursework sequence for the ASD added authorization begins with verification that the applicant has been admitted to the program and fulfilled the prerequisite EDS 100A/B requirement. The coursework begins with the EDS 235 Seminar, and includes two content courses dedicated to evidence-based strategies for serving a range of students with moderate to severe disabilities, including those with Autism Spectrum Disorders: EDS 208, Evidence-Based Assess & Instruction and EDS 209, Augmentative & Alternative Communication. The sequence concludes with EDS 414, Student Teaching. Candidates enrolled in EDS 414 must be observed in a field setting and demonstrate skills for effectively serving students on the autism spectrum.

EDS 100A/B Education of Students with Disabilities in Inclusive Classrooms provides a broad overview of the full range of students with disabilities including emphasis on students with Autism Spectrum Disorders. This class overviews the history and philosophy of inclusive schooling and provides coverage of current legal and ethical requirements for serving diverse learners with disabilities and their families. If applicants have not taken this course within the last 5 years and/or cannot establish currency, they may be required to take EDS 100A/B or an alternative to meet the prerequisite requirement.

EDS 235 Fieldwork Seminar in Program and Instruction, Mod/Sev is included in the third semester of the moderate/severe preliminary credential program and concurrently designed to be an introductory course for students with mild/moderate credentials who are enrolled in the ASD sequence which may be part of a Masters program. In this class, teachers focus on the characteristics of students with the full range of moderate/severe disabilities with focus on students on the autism spectrum. Participants are required to increase knowledge about the characteristics of Autism Spectrum Disorders in a variety of performance areas including cognitive, academic, social, behavioral, communication, motor, sensory, self-care, and self-determination. Students must demonstrate skills for accessing and articulating current research regarding the characteristics and etiologies for ASD and the resulting implications for learning and functioning. As part of this course, participants must set up baseline assessments take data and analyze the results for two students on the autism spectrum. Assignments and activities include writing goals and objectives, development of instructional plans, implementation strategies and progress monitoring summaries for the identified students. Additionally, participants are required to demonstrate knowledge of organizations and services designed to serve students with Autism Spectrum disorders and develop skills for collaborating effectively with culturally diverse families and related service providers.

In EDS 208, Evidence-Based Assess & Instruction candidates focus on evidence-based practices and systematic instruction strategies. The curriculum covers a range of topics which rely on applied behavior analysis (ABA) and a number of programs specifically designed strategies to address students on the ASD spectrum including: Treatment and Education of Autistic and Communication related handicapped Children (TEACCH), floortime/developmental individual difference relationship based training (DIR), picture exchange communication system (PECS), schoolwide positive behavior support (SWPBS), discrete trial teaching (DTT), pivotal response training (PRT), social stories and naturalistic behavior teaching strategies. Candidates are expected to already have a basic understanding of applied behavior analysis and are required to establish baseline analyses in the natural environment, implement strategies to increase receptive and expressive communication. Candidates must demonstrate proficiency in writing IEP goals and objectives and implementing and assessing strategies for generalization in a range of natural environments. Additionally, strategies for interacting with age appropriate peers with and without disabilities, functional academics and skills for self-determination are emphasized.

In EDS 209, Augmentative & Alternative Communication candidates learn how to assess the communication behavior of students with disabilities (i.e. non-symbolic to symbolic, unintentional to intentional) and work with related service professionals to assess sensory and motor functioning related to communication. Candidates are required to develop a range of communication system intervention plans and implement instruction across multiple environments. Focus is place on facilitating interactions between age-appropriate peers with and without disabilities and teaching other support providers to effectively use adapted communication systems.

In EDS 414, Student Teaching candidates in the moderate/severe credential program are in their third semester and are placed in a supervised field experience to student teach for three 3 full days or 5 half days per week for 15 weeks. The university student teaching coordinator works very closely with district administrators
and cooperating teachers in selecting, placing, and monitoring candidates and the experience is formally evaluated twice during the semester. All candidates must successfully meet all competencies of the EDS 414 syllabus and be evaluated at a level of “Developing Proficiency” on the competency based evaluation tool, to be moved on to the final phase of student teaching (EDS 415).

For candidates enrolled in the ASD Added Authorization program who are currently enrolled in or have already completed their student teaching for the mild/moderate credential, an alternative evaluation system may be used. These candidates may apply to complete the EDS 414 student teaching requirement in their current employment setting over a period of 8 weeks of fulltime teaching or half-time over a period of 15 weeks. This placement alternative includes requirements that the candidates be observed by a university student teaching supervisor and evaluated on their skills for serving at least two students with disabilities on the autism spectrum served at the school site. In the event that a candidate does not have a current employment setting that is appropriate for the student teaching requirements, the student may request to be placed in an appropriate setting to fulfill the competencies required for the ASD Added Authorization.

The Proposed Application Process:
For applicants who already hold a mild/moderate credential, program access will require application to the university as a Masters student via csumentor at the university level; AND application to the department as a graduate student with concurrent application to the ASDAA program. To qualify for the added authorization (ASDAA) applicants must verify holding of a preliminary/clear mild moderate credential or be already enrolled in the CSUS mild moderate credential program. It is anticipated that applicants who also wish to complete the Masters program will be able to develop a thirty (30) unit Masters program as follows:

- Masters Core units (EDS 250,251 and 297) 9
- ASDAA non-practicum units as part of their MA elective sequence 8
- coursework from their preliminary credential program 0-6
- self-selected elective coursework 3-10
- the culminating Masters activity (EDS 298/501/500) 3-6

The Projected Impact on Enrollment:
The projected impact of this program will be twofold. First, the current Masters program has allowed enrolled credential candidates to use up to 18 units of credential coursework as part of their Masters electives. A recent policy change by the Office of Graduate Studies has curtailed this option and Masters students who have completed significant portions of their credential program must now enroll in additional coursework to meet their elective requirements. The ASD added authorization provides a path for students who hold a mild/moderate credential to meet this requirement. Second, it is anticipated the added enrollment for the moderate severe program will not require the scheduling of any additional classes, but will increase the class size for the targeted courses to be more consistent with College of Education targets. The bottom line is that while the ASD added authorization will bring additional FTES to the department, it will rely on existing coursework and not entail any additional program costs.

The Off-Campus Program in Bay Area Offered Through the College of Continuing Education:
The Off-Campus Bay Area program operates through the College of Continuing Education and offers parallel preliminary credential coursework for both the mild/moderate and moderate/severe credential programs to students who live and work in the Bay Area and/or at a significant distance (30 miles plus) from the main CSUS campus. Additionally, the off-campus program offers the Clear Level II credential and the Masters program in Special Education to eligible students. The Off-Campus Bay Area program is required to meet the same academic and procedural standards for program delivery however, the cost, coursework sequence, advisement processes and overall organization are designed as a unique pathway.

Projected Need in the Bay Area Program:
It is estimated that a large percentage of currently practicing mild/moderate teachers in the Bay Area will be expected to add the ASDAA authorization over the next five to ten years. The West Contra Costa District and Spectrum (NPS) serve as CSUS Collaborative Program Partners in the region and both organizations have indicated support for the ASDAA proposal. Additionally, candidates who live at significant distance from the main CSUS campus may be able to access the Bay Area program via hybrid (Blackboard/SacCT) coursework paired with local practicum supervision options.
Projected Impact for the Bay Area Program:
It is estimated that a large percentage of currently practicing mild/moderate teachers in the Bay Area will be interested in the ASDAA option. For applicants who already hold a mild/moderate credential, program access will include TWO DISTINCT pathways.

Pathway 1: Similar to the campus program, applicants who seek both the ASDAA and an Masters will be required to formally apply via csumentor to the university as a Masters student; AND application to the department as a graduate student with concurrent application to the ASDAA program. To qualify for the added authorization (ASDAA) program applicants must verify holding of a preliminary/clear mild moderate credential. It is anticipated that applicants will be able to develop a thirty (30) unit Masters program as follows:

- Masters Core units (EDS 250,251 and 297) 9
- ASDAA non-practicum units as part of their MA elective sequence 8
- coursework from their preliminary credential program 0-6
- self-selected elective coursework and/or Level II credential courses 3-10
- the culminating Masters activity (EDS 298) 3

Pathway 2: Applicants who seek only the ASDAA will not be required to formally apply via csumentor to the university and will be coded as CCE open enrollment students. They will not be eligible for financial aid but will be able to access Blackboard/SacCT and participate in coursework via hybrid coursework offerings. They will be required to submit an application to the College of Continuing Education program office for the ASDAA program. To qualify for the added authorization (ASDAA) program applicants must verify that they hold a preliminary/clear mild moderate credential and be approved for enrollment by appropriate faculty review.
Added Authorizations

Preconditions for
Education Specialist: All Added Authorization Programs

In addition to the Commission’s ten General Preconditions, each program of professional preparation for an Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

(11) Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization.

(12) The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program.

Autism Spectrum Disorders Added Authorization Standards (ASDAA)

ASDAA Standard 1: Characteristics of ASD
The program provides opportunities for the candidate to be able to identify the unique characteristics of students with ASD. The candidate demonstrates unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery.

Program Planning Prompts:
• How does the program ensure that candidates have knowledge of characteristics of ASD to plan for and implement instruction?
• How does the program ensure that candidates properly plan for the instruction of individual students with ASD based on the student’s cognitive functioning?
• How does the program ensure that candidates demonstrate knowledge of communication skills (verbal and nonverbal) and language development as it impacts students with ASD?
• How does the program ensure that candidates understand the social differences/challenges of students with ASD?
• How does the program ensure that candidates understand the behavioral differences/challenges of students with ASD?
• How does the program ensure that candidates understand the auditory and visual processing challenges of students with ASD?
• How does the program ensure that candidates understand the sensory processing challenges (e.g. vestibular system, proprioception, praxis) of students with ASD?
• How does the program ensure that candidates demonstrate the ability to access and articulate current research and literature regarding the characteristics and basis for ASD and the resulting implications for learning and functioning?

The program ensures that each candidate is able to demonstrate knowledge, skills, and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition through generalization.
Program Planning Prompts:

- How does the program ensure that candidates are able to identify and utilize a variety of assessment tools and resources to allow for individual program determinations for students with ASD?
- How does the program ensure that candidates can effectively determine, align, and implement instructional strategies and interventions appropriate to the unique needs of students with ASD?
- How does the program ensure that candidates can effectively determine, align, and implement instructional strategies and interventions appropriate to the unique communication and language needs of students with ASD?
- How does the program ensure that candidates are able to implement programs and strategies that enhance, facilitate, and promote social interactions across a variety of educational settings for students with ASD?
- How does the program ensure that candidates can effectively determine, align, and implement behaviorally-based instructional strategies and interventions for students with ASD?
- How does the program ensure that candidates design and maintain a structured and organized learning environment including the development of systems and routines, physical arrangement, and visual strategies that support teaching and enhance learning for students with ASD?
- How does the program ensure that candidates can effectively determine and implement positive behavioral support strategies to promote behavioral change in students with ASD?

**ASDAA Standard 3: Collaborating with Other Service Providers and Families**

The program will ensure that each candidate teaching students with ASD is able to demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families.

Program Planning Prompts:

- How does the program ensure that candidates understand the roles and responsibilities of various services providers such as: psychologists, speech and language pathologists, occupational therapists, paraprofessionals, adapted physical education specialists, outside agencies, etc?
- How does the program ensure that candidates acquire skills and strategies for effective collaboration with a variety of teams, service providers, and families?
- How does the program ensure that candidates are able to integrate the input, recommendations, and strategies from multidisciplinary teams to build effective, integrated programs for students with ASD?
- How does the program ensure that candidates are able to utilize data from a variety of sources to monitor and review student progress and determine program adjustment and service recommendations for students with ASD?