

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW CREDENTIAL PROGRAM PROPOSAL

PROGRAM AREA: SPECIAL EDUCATION

1 Title: Education Specialist Credential: Mild to Moderate Disabilities

2. Objectives:

The Objective of the Education Specialist Credential Program at CSU Channel Islands is to prepare effective and successful special education teachers for California public schools who are:

- Knowledgeable about the various subject matter areas in the public schools grades K-12,
- Critical and reflective practitioners,
- Able to link content and pedagogy,
- Able to integrate research, theory, and effective practice into their teaching,
- Able to teach effectively children with special needs,
- Able to integrate technology into their teaching,
- Able to address the needs of English language learners and students with special needs in regular classroom and self-contained special education classroom settings,
- Able to communicate effectively with parents, teachers and related service personnel about the needs of students with disabilities

3. Program Description:

The Education Specialist Program prepares candidates to complete the California Commission on Teacher Credentialing standards for the preparation of teachers of children with mild and moderate disabilities from kindergarten to grade 12. The program prepares candidates to teach students in self-contained special education and general education classrooms. The program specifically prepares candidates for the diversity of languages and cultures often encountered in California's public school classrooms. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary or secondary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning. Emphasis is placed on the K-12 student actively engaged in his/her learning.

This is a post baccalaureate program that has two levels. Level I prepares candidates for a preliminary certificate. After Level I is successfully accomplished, Level II is completed while working in a special education setting and requires the collaboration of the university preparation program and the candidate's employing school department. Successful completion of the Level II program will result in the candidate's being eligible for a professional certificate.

Prerequisites

ENGL	475	Language in social context	3	
SPED	345	Individuals with disabilities	3	
EDUC	510	Learning theory & development multicultural	3	
EDUC	512	Equity and diversity of schooling	3	12

Required Courses

EDMS	522*	Literacy I	3	
EDMS	526*	Modern methods in mathematics teaching	3	
EDSS	540**	Literacy in Secondary Schools	3	
SPED	541	Foundations of special education	3	
SPED	542	Managing learning environments		
SPED	543	Educating diverse learners with mild moderate disabilities	3	
SPED	570***	Field Experience in general education	3	
SPED	545	Assessment of students with disabilities	3	
SPED	546	Consultation and communication with families and professionals	3	

SPED 580**** Student teaching in special education
SPED 581 Student Teaching Seminar

8

36
48 *

Total

- ** Not required of individuals holding a valid Single Subject Credential
- *** Individuals holding valid teaching credentials will complete field experience with a resource teacher
- **** Students must demonstrate competence with students in elementary and secondary settings. This may occur through field experience, student teaching and prior teaching experiences.

4. **Program Advisor:**
Joan Karp, Ph.D.

5. **Justification:**

This program will meet the needs of our community and state. There is a serious shortage of special education teachers in California.

6. **Other Fiscal Support Required:**

Library materials-curriculum and assessment materials for student and faculty use
Video and multimedia instructional materials for faculty use with students
Faculty in addition to the one current special educator is needed to teach and supervise students in this program.

7. **Faculty Available to Teach:**
Joan Karp

8. **Procedure:**

Joan Karp
Proposer of Certificate

1/10/03
Date

Special Education Course Descriptions

SPED 541 Foundations Of Special Education (3)

Prerequisites: SPED 345, ENGL 475, EDUC 510, EDUC 512

Three hours lecture/discussion per week

Ethical standards, professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families. Models, theories and practices that form the basis for special education practice. History of special education and contributions of culturally diverse groups. Development of professional perspective that reflects status of special education services in society.

SPED 542 Managing Learning Environments (3)

Prerequisites: SPED 345, ENGL 475, EDUC 510, EDUC 512

Three hours lecture/discussion per week

Functional assessment of behavior, behavior management strategies, communication styles and their impact on learning; laws, regulations, and strategies for promoting positive and self-regulatory behavior in students. Designing and implementing positive behavioral support plans.

SPED 543 Educating Diverse Learners With Mild Moderate Disabilities (3)

Prerequisites: SPED 345, ENGL 475, EDUC 510, EDUC 512

Three hours lecture/discussion per week

Characteristics and needs of individuals with mild to moderate disabilities. Use of environmental, curricula and instructional strategies to meet the needs of students with mild to moderate disabilities across a variety of environments. Designing and implementing individual instructional plans that reflect appropriate cultural and linguistic sensitivity.

SPED 570 Field Experience In General Education (3)

Prerequisites: SPED 345, ENGL 475, EDUC 510, EDUC 512

Three hours lecture/discussion per week

Individuals holding valid teaching credentials will complete field experience with a resource teacher in a grade level different from their current teaching credential.

The first field experience providing teaching opportunities with the broad array of age and grade placements appropriate for special education teachers. Experience teaching individuals from a variety of cultural and linguistic groups.

SPED 545 Assessment Of Students With Disabilities (3)

Prerequisites: SPED 345, ENGL 475, EDUC 510, EDUC 512

Three hours lecture/discussion per week

Basic principles, processes and strategies for assessment. Use of effective assessment techniques, tools and approaches for individuals who are culturally, linguistically, ethnically, socio-economically and ability diverse in general education and special education settings to make educational decisions.

SPED 546 Consultation And Communication With Families And Professionals (3)

Prerequisites: SPED 541, SPED 542, SPED 543, SPED 570

Three hours lecture/discussion per week

Strategies for effectively collaborating, communicating and working in partnership with individuals with disabilities and their families, other caregivers, school administrators, general and special education teachers, specialists and paraprofessionals and community

agency and related service personnel. Planning for transition across the life span for learners with special needs.

SPED 580 Student Teaching In Special Education (8)

Prerequisites: SPED 541, SPED 542, SPED 543, SPED 570

Opportunity to gradually assume the responsibilities of a special education teacher in a public school including teaching, assessing students, IEP development, collaborating with parents, teachers and special services personnel.

SPED 581 Student Teaching Seminar (1)

Concurrent enrollment with Sped 580 is required

Guided discussion of experience during student teaching, reflective feedback on student teaching experiences, preparation for securing a teaching position.