




CALIFORNIA
STATE
UNIVERSITY,
FRESNO

MEMORANDUM

Date: April 5, 2011

To: Michael Caldwell, Chair, Academic Senate

From: University Graduate Committee 

Re: **Added Authorization in Special Education: Autism Spectrum Disorder**

MSC: The University Graduate Committee approved the Added Authorization in Special Education: Autism Spectrum Disorder.

MW:vb

cc: Dana Powell, Special Education Program Coordinator
Albert Valencia, Chair, Counseling, Special Education, and
Rehabilitation
Paul Beare, Dean, Kremen School of Education

Office of the
Academic Senate

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Added Authorization in Special Education: Autism Spectrum Disorder

The Department of Counseling, Special Education and Rehabilitation is now offering the **Added Authorization in Special Education: Autism Spectrum Disorder (AASE: ASD)**. This authorizes the holder to conduct assessments and provide instruction and special education related services to individuals with a primary disability of autism. The Added Authorization in Special Education: Autism Spectrum Disorder (AASE: ASD) at CSUF consists of a three-course sequence (9 units). These courses can be included in the units for the Level II/Clear credential an/or Master's Degree in Special Education or can be taken separately. ASD courses will also be open to teachers not enrolled in CSUF, but who currently hold an Education Specialist Credential in Mild/Moderate Disabilities, Deaf/Hard of Hearing, or the older Learning Handicapped Specialist credential authorizations and are required to earn the Autism Spectrum Disorders Added Authorization if providing services in the area of autism or the authorization is required for employment.

SPED 250: Foundational Knowledge and Practical Skills for Educating Diverse Learners on the Autism Spectrum (3 units)

SPED 251: Systematic Approach to Social Skills Programming for Individuals with ASD (3 units)

SPED 252: Designing Comprehensive Individualized Autism Planning Systems (3 units)

For further information, please contact: Dr. Dana Powell at danac@csufresno.edu or 559-278-0288

Justification for Added Authorization in Autism Coursework

There is a tremendous need for local educators to have the tools and the authorization to meet the needs of the increasing number of students eligible for special education in the Autism Spectrum Disorder (ASD) disability category. The Commission on Teacher Credentialing (CTC) recently approved the Add-on Authorization in Autism. According to the CTC, there has been an 88 percent increase over the last five years in students requiring services for autism spectrum disorders. Prior to the decision, teachers were required to complete an entire additional credential program (Moderate/Severe Disabilities) in order to expand their teaching authorizations beyond the original special education credential. However, in the face of severe special education teacher shortages and an increase in students who need specialized instruction, CTC has requested that programs offering a credential in the area of Mild/Moderate Disabilities provide an expedited path to obtaining the authorization.

The ASD Added Authorization, offered by the CSU, Fresno in partnership with The Division of Continuing and Global Education, will be open to all students enrolled in our Level II and or Master's Degree Program in Special Education. We plan to offer the first two courses, SPED 250 and 251, in fall semesters and SPED 252 in the spring. Students seeking the Master's Degree in Special Education will be encouraged to take one or more of these courses as electives to fulfill program requirements. We will also open the classes to individuals not enrolled in our program who hold or are eligible for a Preliminary or Clear Mild/Moderate Education Specialist credential and who need to obtain the Added Authorization in Autism for employment purposes. Upon completion of the coursework, candidates may apply for the authorization from the California Commission on Teacher Credentialing (CTC) through the College of Education's Student Services Center.

GRADUATE PROGRAM

(master's degree, doctoral degree, certificate of advanced study,
credential requiring graduate-level course work)

CATALOG STATEMENT REVISION REQUEST

Return original and 10 copies to:

*Division of Graduate Studies
Thomas Administration Building, Room 132
Mail Stop TA 51*

Graduate Program: Special Education
Department: Counseling, Special Education & Rehabilitation
Contact Person: Dr. Dana Powell
Phone: 278-0288
E-mail: danac@csufresno.edu
Catalog pg. # 270 + 296

PURPOSE OF FORM: To propose revision of a graduate program catalog statement (program description and/or requirements) as it appears in the University Catalog. The proposed program changes if approved will be binding on students who are advanced to candidacy under the new catalog statement. NOTE: Revisions in graduate courses and proposals for new graduate courses are submitted on separate forms available through the Division of Graduate Studies, phone 8-2448.

INSTRUCTIONS: Use attachments to this sheet to indicate the changes that you propose. Make changes as space allows directly on a 8.5" x 11" xerographic copy of the entire page(s) of your graduate program statement (description/requirements) as it appears in the most recent University Catalog, including page numbers. Use "mock-up" style: cross out wording to be deleted; type new language in margins. If there is not sufficient space in the margins to type lengthy additions, designate inserts (a, b, c, etc.). Attach fully typed language for each insert on additional sheets. Address questions on these instructions to the Associate Dean, phone 8-2448.

Routine proposals for graduate program changes are reviewed by the Graduate Curriculum Subcommittee. Extensive, substantive changes are reviewed by the University Graduate Committee.

Those planning to propose a new or extensively revised graduate program (master's, doctoral, or certificate of advanced study), including a proposal for a revised or an additional option under an existing graduate degree, should schedule a meeting with the Graduate Dean or with the Associate Dean.

JUSTIFICATION: Explain why the proposed changes in the graduate program are needed. Attach additional pages as necessary. Special justification and approval are required for proposals to increase master's degree program units above 30 units in academic fields, and 60 units in professional fields. Such justification must include comparative information concerning similar programs at representative universities, and outline adherence to accreditation standards if applicable. Document the impact of the proposed change and/or any increased program units on program students and department resources.

CONSULTING SIGNATURES (if required)

In an effort to avoid misunderstandings, signatures must be obtained from those **departments potentially affected** by proposed change(s).

I have read the catalog statement revision request and support the proposed change(s).

Yes No

If no, please explain your concern(s):

Department Chair (of department being consulted)

Counseling, Special Education & Rehabilitation

Department

Department

Dr. Albert Valencia

Department Chair (typed name)

Department Chair (typed name)

Malverca

Department Chair Signature

Department Chair Signature

2-8-11

Date

Date

REQUIRED SCHOOL SIGNATURES (verifies proposal has been approved)

Graduate Program Coordinator

Dana Powell

Typed Name

Dana Powell

Signature

2-07-11

Date

Department Chair

Albert Valencia

Typed Name

Malverca

Signature

2-8-11

Date

School Curriculum (or Credential) Committee Chair (if applicable)

Dana Powell

Typed Name

Dana Powell

Signature

2-7-11

Date

School Dean

~~James E. Marshall~~

Typed Name

Jim

Signature

2/9/11

Date

- For committee use only -

UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM
SUBCOMMITTEE REVIEW RECOMMENDATION:

- Request Approved
- Request Denied
- Request Deferred

4/11/14
Date of Action

Explanation:

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

MAREN CAREY [Signature] 4/11/14
Typed Name Signature Date

Provost/Vice President for Academic Affairs/or designee

Typed Name Signature Date

Credentials

The Professional Level II credential program features close cooperation between the university and the employing school district. The candidate, the candidate's adviser from the university, and an assigned and appropriately credentialed Level II teacher's support provider from the employing district will work cooperatively to develop a professional credential induction plan. The induction plan will identify the unique needs of the candidate in relation to the candidate's professional setting and will establish goals and determine specific activities, including non-university activities, that will assist candidates in their development as a professional special educator. Ongoing progress on completion of the activities specified in the induction plan will be documented in the candidate's portfolio. The induction plan can include up to 25% of the total program in approved non-university activities if they are deemed appropriate to the professional development of the candidate.

Candidates may wish to pursue the Master of Arts in Special Education while completing the requirements for the Professional Level II credential program. There is considerable coursework consistency between the requirements of these two programs; the candidate must meet the admission requirements of both programs should this be the educational objective. Please note the requirements under Master of Arts in Special Education.

Admission Requirements. Candidates may complete their application for admission to the Level II credential program toward the conclusion of their Level I credential program.

In addition to the admission requirements listed in the Graduate Education Program section of this catalog, Professional Level II Education Specialist Credential program applicants must meet the following requirements:

1. Receipt of the Level I Education Specialist Credential.
2. Verification of employment in a special education position that is likely to have sufficient duration for the Level II credential program to be completed. (Day-to-day substitute positions do not satisfy this requirement.)
3. A letter of recommendation from the supervising administrator of the employing district recommending the candidate

to the Professional Level II credential program.

4. An interview with the program faculty who will review progress in the Level I credential program and thus assess suitability for the program and the profession.
5. Evidence of having passed the California Basic Educational Skills Test (CBEST).
6. Obtain and submit a current medical clearance at the University Health Center or from a private physician. (Out-of-state students only)
7. Submit a valid Certificate of Clearance to participate in public school field placement activities (Out-of-state students only)

Since candidates for the Professional Level II Education Specialist Credential have successfully completed the CBEST, have demonstrated subject matter competency, and have maintained an adequate grade point average required for successful completion of the Preliminary Level I credential program, these issues are reviewed only to determine compliance with program admission standards.

Program Requirements

Candidates must meet the following coursework requirements:

Level II Program

Prerequisite Level I Credential

Units

**Special Education Induction/
Evaluation and Program core**..... 12
SPED 209A, 209B, 219, 233

Area of specialization 6

- Mild/Moderate Disabilities
SPED 235, 237 or
- Moderate/Severe Disabilities
SPED 236, 240

Specific emphasis..... 6

Or equivalent. Activities may consist of university coursework or non-university activities that are approved as a component of the professional induction plan. Ninety clock hours of approved workshops and/or seminars may be deemed equivalent to the 6-unit requirement. Students may combine university and non-university activities.

Clear courses 6
PH 120 or PH 121; CI 225

Total 30

Or equivalent.

Note: Teacher candidates must earn a GPA of 3.0 with a C or better, or a CR (Credit), on all professional preparation courses to be recommended for the credential.

Pupil Personnel Services (PPS) Credential - School Counseling

Albert Valencia, Coordinator
Education Building, Room 331
559.278.0283

The Pupil Personnel Services Credential is required to function as a counselor in a public school setting, grades K-12.

Admission Requirements. In addition to the admission requirements listed in the *Graduate Education Program* section of this catalog, Pupil Personnel Services Credential program applicants must meet the following requirements:

1. Must complete the following prerequisite coursework and achieve a 3.0 in overall postbaccalaureate coursework. Prerequisite coursework must be completed with a B or better: ERA 153 and COUN 17 or PSYCH 174. Students applying for the PPS Credential program only do not need to complete COUN 176 or PSYCH 166.
2. Provide evidence of having passed the California Basic Educational Skills Test (CBEST)
3. Obtain and submit a current medical clearance at the University Health Center or from a private physician.
4. Submit a valid Certificate of Clearance to participate in public school field placement activities

Following receipt of the completed packet and the review by program faculty, applicants will receive written notification regarding admission status.

Education Courses

SPED 236. Seminar in Social Curriculum and Communication (3)

Research and practice in assessment and instruction of communication and social interaction curriculum; advanced behavioral, emotional, and environmental supports for students with moderate to severe disabilities. Includes analysis of behavior, communication systems, adapted technology, and team participation with other specialists.

SPED 237. Seminar in Program Management for Students with Mild/Moderate Disabilities (3)

Students will learn to analyze assessment and performance data for the purpose of designing or modifying curriculum and instructional methods to facilitate the successful participation of students in general or special education classrooms. Additionally, students will examine current research and the implications for programming for students with mild/moderate disabilities.

SPED 240. Seminar in Program Management for Students with Moderate/Severe Disabilities (3)

Current and emerging research in quality program characteristics; assessment and instruction of vocational, functional, academic, personal management (including self-help, domestic, and community); collaboration and leadership in programs for students with moderate to severe disabilities.

SPED 280T. Advanced Topics in Special Education

(1-3; 12 if no area is repeated)

Prerequisites: postbaccalaureate standing and permission of instructor. Topics may include special education legislation, parenting, transitional programming, parents as teachers, adolescents and adults with disabilities, current research, child abuse, gifted and talented.

SPED 290. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *RP* grading.

SPED 298. Project (4)

Prerequisites: advancement to candidacy for the master's degree; *B* average on 24 units of the master's program including ERA 220. See *Criteria for Thesis and Project*. A project consists of a significant undertaking appropriate to special education such as the development of courses of study, instructional manuals, teachers' guides, intervention programs, and computer software. An approved proposal is required for enrollment. Approved for *RP* grading.

SPED 299. Thesis (4)

Prerequisites: advancement to candidacy for the master's degree; *B* average on 24 units of the master's program including ERA 220 and completion of an acceptable thesis proposal. See *Criteria for Thesis and Project*. Preparation, completion, and submission of an acceptable thesis for the master's degree. See Kremen School of Education and Human Development's graduate programs coordinator for school thesis guidelines. Approved for *RP* grading.

IN-SERVICE COURSE

(See *Catalog Numbering System*.)

Special Education (SPED)

SPED 380T. Topics in Special Education (1-3; max total 12 if no topic repeated)

Selected areas in special education; identification of exceptional students, assessment of learning disabilities, focus on specific disabling conditions; instructional methods; parent involvement with handicapped students, federal and state legislation. Not applicable toward degree requirements.

Insert course description for SPED 250
 " 251
 " 252