EDSP 233: FINAL STUDENT TEACHING SEMINAR: MILD/MODERATE

In Workflow

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10. Registrar's Office (wlindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 25 Sep 2020 00:38:04 GMT
   Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 15 Oct 2020 17:29:50 GMT
   Sarah Ives (sarah.ives): Approved for ED College Committee Chair
3. Fri, 23 Oct 2020 22:42:23 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Wed, 29 Jan 2020 21:47:17 GMT

Viewing: EDSP 233 : Final Student Teaching Seminar: Mild/Moderate

Last edit: Fri, 23 Oct 2020 22:41:56 GMT

Changes proposed by: EunMi Cho (101062906)

Contact(s):

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Catalog Title:

Final Student Teaching Seminar: Mild/Moderate

Class Schedule Title:

Fin Stu Tch Sem: Mild/Mod

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Teaching Credentials

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)

233

Course ID: (For administrative use only.)

119326

Units:
1

In what term(s) will this course typically be offered?
Fall, Spring

Does this course require a room for its final exam?
Yes, final exam requires a room

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
This change is being done so that a course that is normally taken concurrently (EDSP 472) can be taken more than one time without students being forced to also take EDSP 233 at the same time each time 472 is taken. It should only be taken concurrently with 472 the last time that 472 is taken. In order to make this change, we must change the language that has been inserted below (Curriculum Subcommittee chair helped us with the appropriate language).

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Designed to allow the special education candidate teacher/intern to focus upon two overall issues pertaining to their specific needs: problems and resolutions particular and general to their teaching assignment, and developing the individualized induction plan.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
Yes

Prerequisite:
EDSP 232.

Prerequisites Enforced at Registration?
Yes

Does this course have corequisites?
Yes

Corequisite:
EDSP 472 or EDSP 473 (in the last time that either of these two courses is taken).

Corequisites Enforced at Registration?
No

Graded:
Credit / No Credit

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Discussion

Discussion Classification
CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)
Discussion Units
1

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

At the end of the seminar course, candidates will be able to:

a. Describe interrelated domains: approaches to learning, emotional and social development, health and physical development, language development and communication, cognitive development;
b. Explain how the relationship between social and emotional learning impacts children engaged in social, emotional, and cognitive tasks.
c. Identify how cultural, linguistic, and socio-economic factors influence learning and development;
d. Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment;
e. Create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials;
f. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence;
g. Promote student learning by providing responsive instruction that shows effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
h. Identify the process to make decisions about eligibility for program services, settings, and the identification of appropriate IEP/IFSP goals, instructional strategies, ongoing progress monitoring, program evaluation, program impact, and outcomes;
i. Describe the structure and process for facilitating an IEP meeting with student, family, and school personnel;
j. Identify the technology implemented with case management, scheduling, and collaboration;
k. Create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials;
l. Identify skills in partnering with families to promote the child's development and learning by exchanging information, making collaborative decisions, and cooperatively implementing and evaluating program plans for children with disabilities;
m. Describe the different resources, services, programs and transition options available to children with disabilities and families;
n. Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

The following assessment strategies will be used:
conferences with students (ELOs a- n);
teaching portfolio reviews (ELOs a- n);
student reflection papers on the student teaching settings and practices (ELOs a- n);
employment application process and interview techniques (ELOs a- n);
Plan of Action (Individualized Induction Plan) (ELOs a- n)

Is this course required in a degree program (major, minor, graduate degree, certificate?)
Yes

Has a corresponding Program Change been submitted to Workflow?
No

Identify the program(s) in which this course is required:

Programs:
MA in Teaching with Education Specialist Mild/Moderate Teaching Credential
MA in Teaching with Education Specialist Mild/Moderate Teaching Credential (Multiple Subject)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Communication
Disciplinary knowledge
Professionalism

Is this course 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 course change impact your department's currently written Program Standards Document?

No

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

N/A

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

No

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

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 1484