EDSP 205: METHODS IN ACCESS AND INCLUSION IN THE GENERAL EDUCATION CURRICULUM: STUDENTS WITH EXTENSIVE SUPPORT NEEDS

In Workflow
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Approval Path
1. Thu, 02 Sep 2021 22:41:04 GMT
   Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 16 Sep 2021 18:26:05 GMT
   Karen O'Hara (kdohara): Approved for ED College Committee Chair
3. Thu, 23 Sep 2021 22:51:58 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

History
1. Sep 4, 2019 by Kathleen Gee (kgee)

Date Submitted: Thu, 02 Sep 2021 20:41:53 GMT

Viewing: EDSP 205 : Methods in Access and Inclusion in the General Education Curriculum: Students with Extensive Support Needs

Last approved: Wed, 04 Sep 2019 14:00:50 GMT

Last edit: Thu, 23 Sep 2021 22:51:55 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:
Methods in Access and Inclusion in the General Education Curriculum: Students with Extensive Support Needs

Class Schedule Title:
Meth Access Incl Core Curr ESN

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 2022 (2022/2023 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)

205

Course ID: (For administrative use only.)

203144

Units:

3

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?

No

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:

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 course 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 course title has been changed to reflect the new name of this credential (old name: Moderate/Severe Special Education, new name: Extensive Support Needs). Learning outcomes are aligned to new standards, as are course activities and assessments.

Units have increased from 2 to 3. This is because the edTPA summative assessment is now required for the new credential standards. Because CTC requires that candidates be given multiple opportunities to learn about and prepare for this summative performance assessment, we have added early opportunities in this course.

We have updated the course pre-requisites to reflect the order in which these courses must be taken by the credential candidates.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

The focus of this course will be on the following three areas: 1) the processes for developing modified IEP goals which are based in the general education standards for all core curriculum as well as other individual information; 2) collaboration with general education teachers in the development of participation and support plans for inclusion in the general education classroom; and, 3) instructional strategies and adaptations which will enhance success across curricular areas for students with extensive support needs.

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 119, EDSP 206, EDSP 235, EDSP 220

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

No

Graded:

Letter

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

3

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."

1. Demonstrate and explain how students with extensive support needs can access the California Common Core Standards for math and ELA, the Next Generation Science Standards, the CA Social Studies frameworks and standards, and other CA frameworks/standards. (TPEs: ESN1.6, 1.9, U3.1,3.5, 3.6, ESN4.5, ESN5.1)
2. Construct, plan and organize cognitively scaffolded IEP goals for the inclusion of their own focus students with extensive support needs in academic content/classrooms. (TPEs: ESN2.4, 2.5, ESN4.5, ESN5.3)
3. Demonstrate, distinguish, and examine how to embed the instruction of non-academic IEP goals within the activities of general education classroom learning environments, and evaluate the outcomes for their students with extensive support needs. (TPEs: U3.2, ESN3.3, ESN4.3,4.4, ESN5.3)
4. Analyze a team planning process for collaboration between the general and special educator in order to develop participation, support, and learning plans in the general education classroom. (TPEs: U2.3,2.5, U3.4, ESN4.7, U6.2, ESN6.1,6.2)
5. Construct and evaluate instructional strategies, adaptations, and technology used to ensure growth in their students with extensive support needs. (TPEs: ESN1.2, U3.7,3.8, ESN3.2, 3.3, U4.1,4.2)
6. Measure and assess progress in their focus students with extensive support needs, interpret data, and prioritize recommendations for instruction. (TPEs: U1.8, ESN3.1, ESN4.3,4.4 U5.2,5.3,5.5)
7. Organize and plan instructional units for heterogeneous groups of students (including students with extensive support needs) using varied instructional formats and groupings, including cooperative learning, peer-mediated instruction, peer tutoring, peer coaching, meta-cognitive strategies, project-based learning, in addition to direct and indirect systematic instruction. (TPEs: U1.3,1.4,1.5, U3.3, U4.3, 4.4, 4.6, 4.8. U5.3,5.5, U6.2, ESN6.1,6.2)
8. Create and design opportunities to facilitate social relationships and friendships between children/students with and without extensive support needs/disabilities; and, implement and evaluate these strategies with their focus students. (TPEs: ESN2.3,2.5, U4.2, 4.7, U6.2)

TPE = Teaching Performance Expectation; the TPEs are the SLOs required by the state of California for teaching credential candidates
ESN = Extensive Support Needs (those TPEs that are specific to the ESN credential)
U = Universal (those TPEs that are universal across all teaching credential programs)

Attach a list of the required/recommended course readings and activities:

Readings and activities for EDSP 205.docx

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.

1. Two quizzes (SLOs 1,3,7)
2. Four Participation, Support, and Learning Plans (SLOs 1,2,4)
3. Eight instructional plans (SLOs 2,3,5,6)
4. Unit design for heterogeneous groups in general education (SLOs 6 & 7)
5. Social network development project (SLOs 7 & 8)

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

Critical thinking/analysis
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?

Yes

Program Standards: Please include suggested language changes:

These changes are being made because the program standards from the Commission on Teacher Credentialing have substantially changed. Therefore, our response to the standards must also change (to match the new standards from CTC). Our responses are now fully electronic as required by the Commission on Teacher Credentialing and so "suggested language changes" does not apply (this was confirmed by COE Associate Deans Pia Wong and Karen O'Hara).

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: 1465