

# EDSP 207: SECONDARY/POST-SECONDARY METHODS AND TRANSITION PLANNING FOR STUDENTS WITH EXTENSIVE SUPPORT NEEDS

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## In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
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3. ED Dean (kdohara@csus.edu)
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10. Registrar's Office (w lindsey@csus.edu)
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## Approval Path

1. Thu, 02 Sep 2021 22:41:11 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 16 Sep 2021 18:26:12 GMT  
Karen O'Hara (kdohara): Approved for ED College Committee Chair
3. Thu, 23 Sep 2021 22:54:10 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## History

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

Date Submitted: Thu, 02 Sep 2021 20:44:33 GMT

**Viewing: EDSP 207 : Secondary/Post-secondary methods and transition planning for Students with Extensive Support Needs**

**Last approved: Wed, 04 Sep 2019 14:00:53 GMT**

**Last edit: Thu, 02 Sep 2021 20:44:32 GMT**

Changes proposed by: Deidre Sessoms (101023477)

## Contact(s):

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## Catalog Title:

Secondary/Post-secondary methods and transition planning for Students with Extensive Support Needs

## Class Schedule Title:

Sec/Post-Sec Meth: 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)**

207

**Course ID: (For administrative use only.)**

203145

**Units:**

2

**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.

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

Students will develop knowledge and skills related to strategies for including students within the middle and high school environment. Students will develop skills in community-based instruction transition planning, in addition to designing outcomes and supports within the general education curriculum. Students will also gain knowledge and skills related to vocational and supported employment, and preparation for work after high school, and how to facilitate a successful transition to post-secondary education, supported living, and supported employment.

**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

**Prerequisites Enforced at Registration?**

No

**Does this course have corequisites?**

Yes

**Corequisite:**

EDSP 413 or EDSP 414

**Corequisites Enforced at Registration?**

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**

2

**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."****STUDENT LEARNING OUTCOMES**

After completing this course, students will be able to:

1. Assess an individual's strengths, talents and gifts utilizing a variety of person-centered planning processes to guide and assist with transitions and challenging issues that a student may face during childhood and throughout their adult life. (TPEs: U1.2, ESN1.1, 1.5, U4.2, 4.5, ESN 4.6, 4.8, U5.3, ESN5.1, ESN6.1, 6.3)
2. Develop IEP goals for middle and high school students, and students aged 18-21, which include them in the activities of typical peers – both in classes and outside of classes; and, develop transition goals and use them to determine appropriate services and supports in natural work, post-secondary education, recreation, and community & living environments. (TPEs: ESN1.5, 1.10, ESN3.2, U4.5, ESN4.5, U5.3, U5.8, ESN5.3,
3. Develop an Individualized Transition Plan (I.T.P). (TPEs: ESN1.1,1.5, 1.10, ESN3.2, U4.5, ESN4.5, U5.3, 5.8)
4. Identify resources and accommodations in the school and community by conducting ecological inventories; and, develop community-based instructional plans. (TPEs: ESN1.1, ESN 2.12, ESN3.2, U4.6, ESN4.6, 4.8, ESN5.1, 5.3, ESN6.1)
5. Examine current Federal and State regulations pertaining to the transition of individuals with disabilities; and state and federal laws pertaining to services and accessibility for persons with disabilities (such as the ADA, the Lanterman Act, etc.). (TPEs: U4.6, ESN4.6, U5.8)
6. Evaluate strategies for developing social relationships in the school and community for young adults with extensive support needs; and, natural supports in employment, leisure, and living situations. (TPEs: ESN1.1, 1.4, 1.11, ESN2.12, U4.2, 4.6, ESN5.3, ESN6.1)
7. Maximize the access of existing community resources and funding by persons with disabilities and their families (IHSS, Social Security Laws and work incentives, Regional Center, the Dept. of Rehabilitation, Dept. of Health and Family Services). (TPEs: ESN1.1, U4.6, ESN4.6, ESN6.1)
8. Distinguish and take part in job development skills: including volunteer work, internships, job rotation sampling, job matching, job carving, job coaching, and the development of natural supports for young adults with extensive support needs. (TPEs: 1.11, ESN5.1, 5.3, ESN6.1, 6.4)
9. Formulate professional plans to support the successful transition from high school to the adult world of work, recreation, community living, and social relationships for youth and young adults with extensive support needs. (TPEs: ESN1.1, 1.11, ESN6.1, 6.4)
10. Interpret and explain current research-based knowledge of human development from adolescence into adulthood; issues related to sexuality and social relationships; issues related to traumatic brain injury; and, how to support students with extensive support needs and their families through this maturation process. (TPEs: ESN1.1, 1.4, U4.2, ESN4.6, ESN6.4)

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 EDSP 207.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. High School Inventory. Students will visit a high school and inventory the curriculum, organization, services, clubs, student activities, etc. The information will reveal how this high school typically functions for all students. Information will be gathered through websites, interviews with vice-principals or counselors, and/or teachers, and a visit to the school itself. (SLOs: 2,4,6)
2. Community inventory. Students work in small groups by area. Each group will conduct a community inventory to include stores, services, places for adult education, leisure options, and community colleges; and, look for opportunities for possible volunteer work, internships, and employment. (SLOs: 4 & 8)
3. Participation in a transitional IEP. In conjunction with their mentor teacher for student teaching, students will develop an IEP for a student who is in a "transition" of some kind. This should include: conducting a family-centered planning meeting using one of the tools provided through the class, involving the focus student in the meeting as well as the focus student's friends/peers; determining a way that the student can successfully participate in his/her own IEP/ITP meeting; determining and writing appropriate goals; making sure that the focus student is aware of the goals that have been put in the IEP; and, has participation in the meeting. (SLOs: 1, 2, 3, 8)
4. Job analysis assignment. Students will seek out two different work environments, conduct inventories, interview the manager/director, and write up the possibilities for job sampling, adaptations, natural supports, and employment. (SLOs: 4,5,8,9)
5. One take-home exam. Students will complete a final take-home exam related to the readings, and concepts from the class. (SLOs: 6,7,9,10)
6. Visit to a regional adult agency. Verbal and ppt report & analysis to the class. (SLOs: 5,7,9)

**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: 1467