

EDSP 209: DEVELOPING AUGMENTATIVE & ALTERNATIVE COMMUNICATION SYSTEMS: ASSESSMENT AND INTERVENTION

In Workflow

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Approval Path

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Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 16 Sep 2021 18:28:18 GMT
Karen O'Hara (kdohara): Approved for ED College Committee Chair
3. Thu, 23 Sep 2021 22:56:53 GMT
Karen O'Hara (kdohara): Approved for ED Dean

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Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

Developing Augmentative & Alternative Communication Systems: Assessment and Intervention

Class Schedule Title:

Augm+Alt Communication

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)

209

Course ID: (For administrative use only.)

119116

Units:

3

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).

Learning outcomes are aligned to new standards, as are course activities and assessments; now required for all three special education programs (including MMSN) so new TPEs included for those programs.

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

Participants will learn: a) how to assess communicative forms from nonsymbolic to symbolic and unintentional to sophisticated in students with disabilities; b) how to collaborate with audiologists, eye specialists, physical, occupational, and speech therapists related to communication; c) to select from the range of light tech to high tech augmentative communication systems and related assistive technology, based on assessment; d) how to develop communication instructional plans; and, e) how to implement instruction embedded across multiple environments and with multiple partners.

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:

Admission to the MAT plus Education Specialist Credential Program.

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."

Students will be able to:

1. Assess the current communicative forms, functions, and content of nonverbal and/or minimally verbal children/youth through interviews, observations, and teacher-designed assessments; in collaboration with family members, school team members, and peers. (TPEs: U1.1, ESN1.5, 1.7, 1.8, ECSE1.1-1.5, ESN2.4,2.8, 2.9, 2.14, U4.1, 4.2, 4.6, ECSE4.1, 4.3, 4.5, U5.1, 5.2, ESN5.1, 5.6, ECSE5MM5.2, ECSE5.1, 5.2, 5.5, 5.6, ESN6.1,6.7)
2. Interpret typical language samples and analyze environmental inventories to determine the communicative needs of children/youth with disabilities. (TPEs: ESN 1.5, 1.7,1.8, ECSE 1.1-1.5, ESN2.12, U4.1, 4.2, ECSE4.1, 4.3, ESN5.1, MM5.2, MM6.5, 6.6)
3. Interpret information from physical and occupational therapists, audiologists, and eye specialists to assist in accurate motor and sensory assessment of the children they work with; and, determine how a child's sensory and motor disabilities impact their communication. (TPEs: ESN1.3, 1.5, ESN2.1,2.4,2.7, ESN3.5, U4.6, ESN4.2, 4.6, MM4.5, ECSE 4.1, 4.3, U5.2, ESN5.3, MM5.2, ESN6.7, MM6.5, 6.6, ECSE6.2, 6.5)
4. Compare, contrast, and combine information from the speech therapist to formulate ideas for interventions. (TPEs: ESN1.3, 1.5, ECSE1.1-1.5, 2.4, 2.10, U4.6, MM4.5, U5.1, 5.2, ESN5.3, MM5.2, U6.4, ESN6.4, 6.7, MM6.5, 6.6, ECSE6.2, 6.5)
5. Complete a well-written assessment summary which is accessible to family members; and verbally explain a child's current communication skills, goals, and plans. (TPEs: ESN 1.7,1.8, ECSE 1.1-1.5, ECSE 4.1, 4.3, ESN5.3, 5.6, MM5.2, ECSE5.8)
6. Collaborate with speech and language professionals to design next instructional steps for children who are nonverbal or delayed in their communication development. (TPEs: ESN1.2, 1.5, ESN4.3, U5.1, 5.2, MM5.2, U6.4, ECSE6.2, 6.5)
7. Develop and select light-tech to high-tech augmentative and alternative communication systems (AAC) in collaboration with transdisciplinary personnel for children who are both nonverbal and minimally verbal. (TPEs: ESN1.2, MM1.2, ESN2.5, 2.10, ECSE 2.5, U3.6, 3.7, 3.8, ESN3.1,3.4, U4.8, ESN4.3, MM4.1, ECSE 4.4, U5.4, ESN5.7, MM5.2, U6.4)
8. Develop instructional plans to teach children/youth both receptive and expressive communication skills using their AAC systems; implement these plans; and, collect data on the efficacy of the plans. (TPEs: U1.8, ESN1.9, MM1.2, ECSE 1.6, 1.7, 1.9, 1.11 ESN2.3, 2.13, ECSE2.1-2.3,U3.6, 3.7, 3.8, ESN3.1, 3.2, ECSE3.9, U4.4, ESN4.5, ECSE4.7-4.10, MM4.1, U5.5, 5.8, ESN5.3, 5.7, MM5.2)
9. Formulate strategies for children/youth to use their communication system for conversation and interaction with typically developing peers, general school personnel, family members, and persons in the community. (TPEs: MM1.2, ESN1.11, ECSE 1.6, 1.7, 1.9, 1.11, ESN2.3,2.11,2.13, ECSE2.6, ESN3.2, ECSE3.9, U4.4, ESN4.5, ECSE 4.7-4.10, 5.3, MM5.2)

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)

ECSE = Early Childhood Special Education Credential Program (those TPEs specific to the ECSE credential)

MM = Mild to Moderate Support Needs Credential Program (those TPEs specific to the MMSN credential)

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

Readings and Activities for EDSP 209.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: 1,3,5,7,9)

2. Assessments of two children/youth who are nonverbal or minimally verbal to determine their current communicative forms, functions, and presumed content, in collaboration with family members and other school staff and related service providers. (SLOs: 1,2,3,4,5).
3. Development and implementation of two instructional plans for each child/youth assessed, along with creation of necessary materials (SLOs: 6,7,8,9).
4. Collect and monitor data, adjust plans as necessary, and summarize data at the end of the semester. (SLOs: 8 & 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 Early Childhood Special Education Teaching Credential
- MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential
- MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential (Multiple Subject)
- MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential
- MA in Teaching with Education Specialist Mild to Moderate 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: 1469