

EDSP 235: CURRICULUM AND INSTRUCTIONAL METHODS FOR STUDENTS WITH EXTENSIVE SUPPORT NEEDS

In Workflow

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Approval Path

1. Thu, 02 Sep 2021 22:41:28 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 16 Sep 2021 18:32:13 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 23 Sep 2021 23:01:14 GMT
Karen O'Hara (kdohara): Approved for ED Dean

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Viewing: EDSP 235 : Curriculum and Instructional Methods for students with Extensive Support Needs

Last edit: Thu, 02 Sep 2021 20:58:59 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

Curriculum and Instructional Methods for students with Extensive Support Needs

Class Schedule Title:

Curr/Inst Methods: 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)

235

Course ID: (For administrative use only.)

119336

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

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 were increased from 2 to 3 to fix a previous change that wasn't working; the course had been recently reduced to 2 units from 3. However, there are numerous assignments that require field access and faculty instructors/program director have realized that the workload merits 3 units rather than 2. In addition, Universal Teaching Performance Expectations (related to a Multiple Subject credential rather than the ESN) are now required to be met by all special education programs. A number of Universal TPEs were added to this course.

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

This is the first instructional methods course in the masters and specialist credential program for students with extensive support needs (ESN). Teacher candidates will learn to use the concepts of universal design for learning (UDL) and understanding by design (UbD) to create units of instruction in the core curriculum; how to embed individualized participation plans and systematic instructional plans unique to individual learners within the general education classroom or other instructional settings; and, practice these skills in their fieldwork setting.

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:

Admittance into Education Specialist Extensive Support Needs Credential program or advisor approval

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#02 - Lecture/Discussion (K-factor=1WTU 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. Plan and create units of instruction related to core curriculum using the principles of UbD and UDL. (TPEs: U1.2, U1.4, U1.7, U3.1, U3.2, U3.4, ESN4.4, ESN4.8)
2. Explain and utilize the concepts of: contextual relevance, age-appropriateness, natural cues and consequences, and the presumption of competence. (TPEs: U1.1, U2.5, ESN2.3, U3.2, U3.3, ESN6.4)
3. Develop methods of assessing performance levels of students with ESN (baseline) related to academic, functional, and basic skills. (TPEs: ESN1.9, U3.3, ESN3.1, U4.1., ESN4.4, ESN4.8, U5.4, U5.5, ESN5.1)
4. Analyze and evaluate baseline data to determine individualized plans for instruction. (TPEs: ESN1.9, U3.3, U4.1, U5.1, U5.4, U5.5, ESN5.1)
5. Develop participation and support plans for including students with ESN in general education classroom units of instruction. (TPEs: U2.2, U2.3, ESN2.3, ESN2.5, U3.5, U3.6, U4.7, U4.8, ESN4.4, ESN4.8)
6. Design adaptations for students with ESN to ensure active participation and connectedness to the units of instruction with their typical peers. (TPEs: U2.2, U2.3, U2.5, ESN2.1, ESN2.2, ESN2.3, ESN2.5, U3.5, U3.6, ESN3.2, ESN3.3, U4.7, U4.8)
7. Explain the principles of applied behavioral analysis and how these concepts are utilized in a holistic way in conjunction with other cognitive theories in natural contexts to create systematic instruction; compare and contrast the differences between the medical/developmental model and the social construct model of disability. (TPEs: ESN2.8, ESN2.9, U4.3, U4.4, ESN4.1, ESN6.4)
8. Experiment with various systematic instructional strategies in order to embed individualized instruction for students with ESN related to units of instruction in general education classrooms, the school, and other instructional settings. (TPEs: U1.8, ESN2.3, ESN2.4, ESN2.5, ESN2.12, U3.3, ESN3.2, ESN3.3, U4.3, U4.4, U4.7, ESN4.3)
9. Measure the learning outcomes of their students with ESN over time, and collaboratively solve challenges. (TPEs: U1.8, ESN1.9, ESN2.11, U3.3, U4.1, U5.1, U5.5, ESN5.1)
10. Critically analyze their own implementation of instruction at a beginning level, their dispositions related to the diverse populations of students they are working with, their collaboration skills, and their ability to follow through with adaptations/supports for individual students' needs. (TPEs: U6.1., U6.2, U6.6, U6.6, ESN6.1, ESN6.2, ESN, 6.3)

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 235.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. Fieldwork evaluation (SLOs 8, 9, 10)

2. Unit plan and 4 lesson plans with differentiated outcomes for the students with disabilities (SLOs 1, 2)
3. Strengths-based description of two students with ESN (SLOs 3,4,5,6,9)
4. Two Participation and support plans (SLOs 5, 6)
5. Two individualized instructional plans which can be taught across several contexts (SLOs 3,4,8)
6. Exam (SLOs 2 & 7)

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

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

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
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: 1486