

EDSP 236: PRO-SEMINAR IN TEACHING STUDENTS WITH EXTENSIVE SUPPORT NEEDS

In Workflow

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Approval Path

1. Thu, 02 Sep 2021 22:41:34 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Fri, 17 Sep 2021 06:07:57 GMT
Karen O'Hara (kdohara): Approved for ED College Committee Chair
3. Thu, 23 Sep 2021 23:02:31 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Thu, 02 Sep 2021 21:01:18 GMT

Viewing: EDSP 236 : Pro-Seminar in Teaching Students with Extensive Support Needs

Last edit: Fri, 17 Sep 2021 06:07:37 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

Pro-Seminar in Teaching Students with Extensive Support Needs

Class Schedule Title:

Pro-Seminar 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)

236

Course ID: (For administrative use only.)

119341

Units:

1

Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites 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).

- 1) Learning outcomes and course description are changed to align with new standards, as are course activities and assessments.
- 2) Course title was changed to reflect the new title of the credential (Extensive Support Needs) and as it is no longer exclusively a "student teaching seminar" that was changed as well.
- 3) Pre- and co-requisites were dropped because this course was previously in the last semester of the program. It has been moved earlier in the program and doesn't require those pre- or co-requisite courses.
- 4) The format of the course has changed to a seminar and so seminar is selected as the "course component" rather than discussion.
- 5) The course units were changed to reflect the change in the course content and component; is now a 1 unit Credit/No Credit seminar.

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

This course addresses the following competencies: evaluating ethical principles and standards of special education practice; conducting effective meetings and collaborative problem-solving with families and colleagues; creating and carrying out an individualized positive behavioral support plan with the support of the school team and family; analyzing a school's current behavioral support system and developing a recommended plan for more effective school-wide positive behavioral support; and, effective strategies for coaching and providing training to paraprofessional staff.

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?

No

Does this course have corequisites?

Yes

Corequisite:

Any Mild-Moderate Support Needs field experience or intern teaching course

Corequisites Enforced at Registration?

No

Graded:

Credit / No Credit

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

1.0

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

Upon completion of this course, students will be able to:

1. Design and implement strategies for establishing supportive and effective coaching and professional development for paraprofessionals; and, evaluate the effectiveness of their own coaching and training. (Extensive Support Needs TPEs: U6.4, EX6.1, EX6.3)
2. Compare, contrast and explain strategies for effective and efficient collaboration and problem-solving with general education colleagues, related services personnel, administrators and family members. (Extensive Support Needs TPEs: U2.6, EX2.10, U4.6, U6.2, U6.4, EX6.1, EX 6.3)
3. Examine strategies for developing and conducting professional, collaborative and successful Individual Education Plan and Individual Transition Plan (IEP/ITP) meetings; and evaluate the use of these strategies in their own practicum. (Extensive Support Needs TPEs: U2.5, EX2.10, U4.6, U6.4, EX6.1, EX6.3)
4. Assess an individual student with challenging behavior, analyze the data, and create an individualized positive behavioral intervention and support plan (PBIS); collaborate with school team members in its implementation; and conduct ongoing data collection and evaluation to determine its effectiveness (Universal TPEs: 4.4, 4.6, 6.4; ESN TPEs: 1.4; 2.8, 2.9, 2.10, 2.13, 4.1, 6.1)
5. Analyze a school's current behavioral support system and develop a plan for creating a more effective school-wide positive behavioral support system. (Extensive Support Needs TPEs: EX1.4, U2.1, U2.3, U2.5, U2.6, EX2.8, EX2.9, EX2.13, U4.4, EX4.1)
6. Explain and evaluate the ethical principles and standards of practice for special education professionals. (Extensive Support Needs TPEs: U6.2, U6.4, EX6.3)

TPE = Teaching Performance Expectation; the TPEs are the SLOs required by the state of California for teaching credential candidates

EX = 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 236.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.

ASSESSMENTS ALIGNED TO SLOs

Assessment Strategies:

1. Individualized Positive Behavioral Support: Assessment, plan development, implementation, and collaboration. Students will work with other educational team members to assess a child with significantly challenging behavior in the program where they are student teaching/interning, evaluate the data, develop a PBIS plan, and gain agreement for the fidelity of implementation over the semester; collect data; and modify the plan as needed. (SLO: 4)
2. School-Wide Positive Behavioral Supports: Analysis of school plan; development of recommendations for schoolwide plan. Each student will conduct an analysis of what is currently in place in terms of schoolwide positive behavioral support or discipline plan at the school where they are student teaching/interning. Students will utilize strategies learned in the credential program to brainstorm alternatives and write them up for recommended implementation. (SLO 5 & 6)
3. Paraprofessional Professional Development. Each teacher candidate will identify paraprofessional professional development needs in collaboration with their University supervisor and mentor, and create and implement professional development/training to address these needs. The student will video record their conducting the professional development/training and upload to Canvas using GoReact. A written summary and reflection of these efforts will also be submitted along with materials developed for the professional development/training. (SLO: 1)
4. Two written reflections on self-evaluation of collaboration skills with families, related service professionals, general education colleagues, and paraprofessionals. Students will follow a set of guided questions to write a reflection both at the midterm and at the end of the semester. They will analyze their own skills in collaborating with other team members both informally and formally, throughout the school day and in meetings. (SLOs: 2 & 3)

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
Information literacy
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: 1487