

EDSP 413: FIELD EXPERIENCE I: STUDENTS WITH EXTENSIVE SUPPORT NEEDS

In Workflow

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Approval Path

1. Mon, 06 Sep 2021 19:21:16 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 16 Sep 2021 18:33:41 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 23 Sep 2021 23:03:16 GMT
Karen O'Hara (kdohara): Approved for ED Dean

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Last edit: Sat, 04 Sep 2021 21:04:15 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

Field Experience I: Students with Extensive Support Needs

Class Schedule Title:

Field Exper I: 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)

413

Course ID: (For administrative use only.)

120186

Units:

5

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?

No, final exam does not require a room (Last Class)

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.

We are also increasing the number of times this course can be taken, in order to provide opportunities for new residency candidates in the credential program to receive supervised field experiences each semester. The Commission on Teacher Credentialing has provided incentives for Universities and school districts to work together in partnership for teacher preparation. These partnerships are called the residency model of teacher preparation. The residency model requires that candidates be supervised in a field experience every semester of the program.

The units have increased from 3 to 5 to comply with the credit hour policy.

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

This fieldwork placement is designed for credential candidates in the MA in Special Education Teaching – Emphasis in Students with Extensive Support Needs. Candidates, working under the guidance of a mentor teacher and a University supervisor, will complete the field-based assignments for coursework being taken concurrently. In addition, candidates will be evaluated on a set of competencies required by the end of the first year in the credential program.

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 credential program or approval from the Coordinator.

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

No

Graded:

Credit / No Credit

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Field Studies

Field Studies Classification

S3/CS#25 - Practice Teaching/Workstudy/Thesis Project/Independent Study (S-factor=.5 WTU per student enrolled)

Field Studies Units

5

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

Yes

How many times can the course be taken (not including first time passed)?

3

Total credits allowed (including first time passed)

15

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. Evaluate their professional teaching environment in order to collaborate and communicate successfully with families, students, and staff. (TPEs: U1.1, ESN2.10, ESN4.7, 4.8, ESN5.4, U6.1,6.2,6.3, ESN6.1,6.2,6.3)
2. Perceive and interpret the communicative intent of the people they are working with in order to have successful interactions and reflections about their own teaching skills. (TPEs: ESN2.10, ESN4.7, 4.8, U6.1,6.2,6.3, ESN6.1, 6.2, 6.3)
3. Demonstrate the ability to find ways for students with extensive support needs to successfully participate and interact within the activities of their typical peers (in general ed classrooms, in non-classroom school activities such as recess or library, etc., in community activities, in work environments etc.). (TPEs: U2.3, ESN2.1, 2.2, U3.3, ESN3.3, U6.5,6.6)
4. Develop and implement baseline assessments leading to individualized, systematic instructional plans for students with extensive support needs. (TPEs: U1.8, U3.3, ESN3.4, U4.1,4.3, ESN4.4,4.5)
5. Effectively formulate informal and formal strategies to increase interactions between children and youth with and without disabilities across school and community settings. (TPEs: ESN2.3, 2.4)
6. Assess, analyze the data, and formulate positive behavioral intervention plans for students with ESN at an emergent/developing teacher level. (TPEs: U2.6, U4.1,4.3, ESN4.1, U5.1,5.2, ESN5.1,5.2, ESN5.7)
7. Assess the expressive and receptive communication skills of nonverbal and minimally verbal children in order to recommend instructional methods and technology at an emergent/developing teacher level. (TPEs: ESN2.3, 2.4, ESN3.1, ESN4.3, U5.1,5.2,5.5, ESN5.1,5.2, ESN5.7)

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 = University (those TPEs that are universal across all teaching credential programs)

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

EDSP 413 Readings and Activities.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. Midterm evaluation. (All SLOs - see tool attached)
2. Final evaluation. (All SLOs - see tool attached)

These evaluation forms are used formatively (midterm) and summatively (final); they are completed by the university supervisor assigned to supervise the candidate, based on evidence from lesson plans, formal observations of teaching, post-conferences, candidate reflections, and triad discussions between the supervisor, candidate, and cooperating teacher.

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

Intercultural/Global perspectives

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

Please attach any additional files not requested above:

EDSP 413 Fieldwork evaluation tool.docx

Key: 1500