

EDSP 414: FIELD EXPERIENCE II: STUDENTS WITH EXTENSIVE SUPPORT NEEDS

In Workflow

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Approval Path

1. Mon, 06 Sep 2021 19:22:19 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 16 Sep 2021 18:33:50 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 23 Sep 2021 23:05:29 GMT
Karen O'Hara (kdohara): Approved for ED Dean

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Viewing: EDSP 414 : Field Experience II: Students with Extensive Support Needs

Last edit: Mon, 06 Sep 2021 19:22:12 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

Field Experience II: Students with Extensive Support Needs

Class Schedule Title:

Field Exper II: 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)

414

Course ID: (For administrative use only.)

120191

Units:

6

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

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.

The course units have increased from 3 to 6 to comply with the credit hour policy.

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

This University supervised fieldwork placement is designed for credential candidates in the MA in Special Education Teaching – Emphasis in Students with Extensive Support Needs. Building on the skills and competencies demonstrated in their first fieldwork experience, candidates will work towards demonstrating proficiency in 10 identified areas, including: professionalism, IEP development, curriculum, modifications and adaptations, systematic instruction, non-classroom/community environments, facilitating friendships, augmentative and alternative communication, positive behavioral supports, and methods for students with the most complex disabilities.

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 413

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):

Practicum

Practicum Classification

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

Practicum Units

6

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. Evaluate their own dispositions and skills in developing relationships with students, family members, and other professionals/staff in their school. (TPEs: ESN2.11, ESN4.8, U6.1-6.6, ESN6.1,6.2,6.3)
2. Compile information from family-centered plans, ongoing data collection, and informal and formal assessments to create exemplary Individualized Educational Plans (IEPs) for students with extensive support needs (ESN). (TPEs: ESN1.5,1.6, 1.9, 1.10, ESN2.4,U4.1,4.2, ESN4.7, U5.1-5.4, ESN5.1,5.2,5.4)
3. Analyze general education standards to determine outcomes for instructional units for heterogeneous groups of students in the general education classroom. (TPEs: U2.5,U3.2-3.7,ESN3.1-3.5,U4.2-4.4)
4. Formulate standards referenced, modified goals for students with ESN to access the core curriculum of their same-age peers; and, design adaptations and supports to ensure positive outcomes of instruction. (TPEs: ESN1.5,1.6, 1.9,1.10, U3.2-3.7, ESN3.1-3.5, U4.2-4.4,ESN4.4,4.5, U5.8,ESN5.3)
5. Design systematic, individualized instructional plans to be embedded within both academic and non-academic activities for students with ESN. (TPEs: U1.1-1.5, 1.8, ESN2.4,2.12, U3.2-3.7, ESN3.1-3.5, U4.2-4.4)
6. Appraise non-school/community environments in order to determine ways to engage students with ESN in opportunities for recreation and employment options. (TPEs: ESN1.4, U4.6)
7. Create opportunities for the development of friendships and social relationships between students with and without disabilities; create and maintain safe and respectful learning environments (TPEs: U2.1-2.3, ESN2.3,2.5)
8. Improve the use of augmentative and alternative communication systems for children with ESN who are non-verbal or minimally verbal through assessment and development of effective interventions (TPEs: ESN1.1.7, 1.11; ESN2.3,2.5, U4.7,4.8, ESN4.3,ESN5.3)
9. Analyze ecological and behavioral assessment data to propose positive behavioral interventions for children/youth with ESN who are communicating through challenging behavior (TPEs: U2.6, ESN2.8,2.9,2.13, ESN4.1)
10. Explain the effects of physical, sensory, and multiple disabilities in order to adapt materials, equipment, and instructional strategies to improve the participation and adaptive functioning of children/youth with ESN. (TPEs: ESN2.6,2.7, ESN5.3)

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

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

EDSP 414 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 attached
2. Final Evaluation (All SLOs); see attached

The evaluation tool attached evaluates all learning outcomes listed above. It is used twice during the semester; once at midterm (about week 8) and once at the end of the semester.

Formal observations; post-conferences between the faculty supervisor and teacher candidate (and sometimes including the cooperating teacher in a triad post-conference); written lesson plans; and written reflections are also used to assess SLOs.

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
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 414 evaluation tool.docx

Key: 1501