

# EDSP 415: STUDENT TEACHING: STUDENTS WITH EXTENSIVE SUPPORT NEEDS

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## In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
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10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Mon, 06 Sep 2021 19:22:53 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 16 Sep 2021 18:34:15 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 23 Sep 2021 23:06:53 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Sat, 04 Sep 2021 21:07:18 GMT

## Viewing: EDSP 415 : Student Teaching: Students with Extensive Support Needs

Last edit: Thu, 23 Sep 2021 23:06:50 GMT

Changes proposed by: Deidre Sessoms (101023477)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Kathy Gee	kgee@csus.edu	916-278-4077

### Catalog Title:

Student Teaching: Students with Extensive Support Needs

### Class Schedule Title:

Student Teaching: 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)

415

### Course ID: (For administrative use only.)

120196

**Units:**

8

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

**Is the primary purpose of this change to update the term typically offered or the enforcement of requisites 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?**

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.

Course units have increased from 5 to 8 to comply with the credit hour policy.

Pre-requisite course was added to reflect new course options in the program.

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

This final semester Student Teaching placement is designed for credential candidates in the MA in Special Education Teaching – Emphasis in Students with Extensive Support Needs. Candidates must demonstrate that they are at a “proficient” level in 11 areas in order to receive a recommendation for their credential: professionalism, IEP development, curriculum, modifications and adaptations, systematic instruction, non-classroom/community instruction, facilitating friendships, augmentative and alternative communication, positive behavioral supports, teaching students with the most complex disabilities, and program management.

**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 414 or EDSP 420

**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**

8

**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; and, 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: U1.7, ESN1.5,1.6, 1.9,1.10, U2.5, U3.2-3.7, ESN3.1-3.5, U4.2-4.4,ESN4.4,4.5, U5.8,ESN5.3)
4. 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)
5. 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)
6. 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)
7. 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: ESN1.2,1.7, 1.8, 1.11; ESN2.3,2.5, U4.7,4.8, ESN4.3,ESN5.3)
8. 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)
9. 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: U2.4, ESN2.1,2.6,2.7, ESN5.3)
10. Plan a program/classroom schedule which makes effective use of all staff and related services, create accessible data collection systems for progress monitoring of each child in the caseload, coach paraprofessional staff, and prioritize the implementation of inclusive, research-based practices for all children. (TPEs: U1.8, U4.5,ESN5.5,5.7, U6.1-6.7, ESN6.1-6.4)

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 415 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 evaluation form)
2. Final Evaluation (All SLOs) (see attached evaluation form)

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); 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 415 Evaluation tool.docx

Key: 1502