EDSP 200: SEMINAR I: EARLY CHILDHOOD SPECIAL EDUCATION

In Workflow

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Approval Path

1. Sun, 19 Sep 2021 23:39:54 GMT
   Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 14 Oct 2021 21:38:17 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 19:08:48 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

New Course Proposal

Date Submitted: Sun, 19 Sep 2021 00:39:24 GMT

Viewing: EDSP 200 : Seminar I: Early Childhood Special Education

Last edit: Fri, 22 Oct 2021 19:08:41 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Seminar I: Early Childhood Special Education

Class Schedule Title:

ECSE Seminar I

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)

200

Course ID: (For administrative use only.)
TBD

Units:
1

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 term only

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).

This new seminar course was proposed to meet some of the new standards and TPEs. Specifically, this course orients students to instructional technology (new standard/TPE), fieldwork skills, SEIS (a web-based system for writing IEPs - Individualized Education Plans - and tracking required Special Education Services data), Taskstream (an online required portfolio system), and the edTPA (the new high stakes performance assessment required of all special education candidates).

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
This seminar introduces Early Childhood Special Education (ECSE) candidates to their fieldwork experiences, technology, and development as an ECSE teacher. Candidates will examine their own teacher identity; identify anti-bias educational practices; analyze and reflect upon models of effective teaching and assessment; and develop technology, reflection, and critical thinking skills to engage in the teaching profession.

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 into the Early Childhood Special Education credential program

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):

Seminar

Seminar Classification

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

Seminar Units

1

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) Reflect upon their own values, knowledge of typical and atypical child development, experiences with individuals with disabilities and their families, identities, and implicit biases. (ECSE 1.1, 1.2, 4.1, 6.9, 6.10)

2) Integrate their values and experiences with evidence-based practices for supporting positive, anti-bias, and inclusive learning environments for young children with and without disabilities. (ECSE 1.3, 4.3 , 6.1, 6.16)

3) Compare and contrast approaches to creating developmentally appropriate, inclusive, anti-bias learning environments in early intervention, preschool, and kindergarten. (ECSE 3.1, 3.2, 3.3, 4.2, 4.10)

4) Identify and explain best practices in early childhood special education for teaching preschoolers and kindergarteners in inclusive settings, including Dual Language Learners and students with extensive support needs. (ECSE 4.12, 6.7)

5) Create an eBinder to support their fieldwork experience, including digital folders for journals, placement information, lesson/unit plans, observations, Triad team meetings, and fieldwork logs(ECSE 6.9).

6) Analyze the use of technology in their fieldwork observations for instructional purposes and individual service planning (ECSE 4.4, 6.1)

TPE = Teaching Performance Expectation - the SLOs required by the state of California for teaching credential candidates
ECSE = Early Childhood Special Education TPEs

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

EDSP 200 Readings & 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) Teacher Identity story presentation (SLO 1)
2) Equity and Inclusive-minded Teaching Philosophy Statement (SLO 2)
3) Lesson Study: Universally designed and equity minded circle time lesson (SLO 3)
4) ECSE Evidence-based practice elevator pitch (SLO 4)
5). Fieldwork eBinder and reflections (SLO 5 & 6)

For whom is this course being developed?

Majors in the Dept

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 Early Childhood Special Education Teaching Credential

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
Disciplinary knowledge
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: 14558