EDSP 218: ADVANCED PROGRAM PLANNING AND INSTRUCTION: STUDENTS WITH EXTENSIVE SUPPORT NEEDS/ MULTIPLE DISABILITIES

In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
2. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
3. ED Dean (kdohara@csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
7. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (torsetj@csus.edu)
10. Registrar's Office (wlindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Thu, 09 Sep 2021 04:59:19 GMT
   Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 30 Sep 2021 21:27:32 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 19:15:07 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Thu, 09 Sep 2021 04:58:23 GMT

Viewing: EDSP 218 : Advanced program planning and instruction: Students with Extensive Support Needs/Multiple Disabilities

Last edit: Fri, 22 Oct 2021 19:14:59 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:

Advanced program planning and instruction: Students with Extensive Support Needs/Multiple Disabilities

Class Schedule Title:

Adv Prog Plan & Inst 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)

218

Course ID: (For administrative use only.)
119216

Units:
3

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?
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).

The course title has been changed to reflect the new nomenclature related to teaching infants, toddlers, and through age 21 with extensive support needs.

Learning outcomes are aligned to new standards, as are course activities and assessments.

Course description has been updated to reflect the new content and standards.

Pre-reqs have changed due to the movement of courses (courses are not now offered in the same semesters as previously), and course content also is changing. So the new pre-reqs are the appropriate one.

Co-reqs have also changed because: 236 is no longer appropriate due to change in content and when it is offered; 415 and 421 are field courses and it is no longer necessary to have field courses as co-reqs in the catalog (our students are cohorted so it is easier to take care of this internally with course scheduling).

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
This course focuses on 3 primary areas: 1) evidence-based practices for developing high-quality individualized educational plans for children and youth, from early childhood to young adulthood, with extensive support needs (ESN) - including students with multiple disabilities, severe intellectual disabilities, deaf-blindness, sensory and orthopedic disabilities; 2) collaboration with family members, related service professionals, general education teachers, and other community services; and, 3) strategies, adaptations, and technologies, for increasing positive outcomes for students with ESN in inclusive classrooms.

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 209, EDSP 216

Prerequisites Enforced at Registration?
No

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Discussion

Discussion Classification
CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)
Discussion Units
3

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. Explain and elaborate on the issues and problems related to standardized assessments, alternate assessments, and developmental and adaptive inventories in the determination of individualized educational goals. (TPEs: U4.2, U5.1, 5.8, ESN5.5, U6.7, ESN6.4; ECSE 5.1, 5.2, 5.3, 5.5)

2. Choose processes for person-centered/family-centered program planning; collaboration with related services professionals; and, utilize strengths-based assessments to carry out a comprehensive, triennial assessment; and, write a quality integrated assessment report for an IFSP/IEP/ITP for students with complex and multiple disabilities with their child/youth of focus in their student teaching placement. (TPEs: U1.1, ESN1.1,1.5, 1.6, ESN2.4, ESN3.4, U4.2, 4.5, U5.1, 5.8, ESN5.1, ESN6.1; ECSE1.2, 1.5, 4.5, 5.6, 5.8)

3. Construct and create methods for the ongoing implementation of units/activities/lessons/instructional plans for the caseload of children/youth in their student teaching/internship experience; as well as the ongoing monitoring of progress for embedded learning outcomes, using data-based decision-making strategies to modify and solve problems. (TPEs: U1.8, ESN3.2, U5.1, 5.2.,5.5, 5.8, ESN5.1, 5.3, U6.5; ECSE 1.7, 1.8, 1.11; 2.6, 3.8, 4.3, 4.6-4.11)

4. Analyze and interpret evidence-based practices for teaching students with complex motor disabilities in addition to cognitive disabilities; including how to work collaboratively with occupational and physical therapists (O.T, P.T); nurses, and other related service professionals. (TPEs: U2.4, ESN2.1, 2.2, 2.6,2.7, 2.14, ESN3.4, 3.5, ESN4.6, U6.4, ESN6.5; ECSE 2.2, 2.5, 2.6, 4.6, 6.2, 6.5, 6.7)

5. Appraise the input from the O.T. and P.T. and other related service professionals and design a plan for positioning, seating, and mobility for a child with complex disability within the context of the school day, that facilitates functional movement and access to curriculum and other activities. (TPEs: U2.4, ESN2.1, 2.2, 2.6, 2.7, 2.14, ESN4.6, ESN5.3, ESN6.6., 6.7; ECSE 4.6, 6.2,6.5, 6.7)

6. Analyze and interpret evidence-based practices for teaching students with cognitive and motor disabilities specifically, who also have concomitant vision or hearing disabilities and deaf-blindness; including how to work collaboratively with vision, hearing, orientation and mobility specialists, speech pathologists, and other related service professionals. (TPEs: ESN1.3, 1.7, ESN2.3,2.5, 2.6,ESN3.4, 3.5, ESN4.2, ESN5.3, U6.4; ECSE 4.6, 6.2, 6.5, 6.7)

7. Create and design materials and adaptations, and use technologies, to ensure that students with complex disabilities, including students with deaf-blindness, are included in literacy instruction, other core academic content, and other school and community activities. (TPEs: ESN1.3, 1.7, ESN2.3,2.4, 2.5, 2.6, ESN4.2, ESN5.3, ESN6.6, 6.7; ECSE 2.5, 4.4)

8. Elaborate and construct solutions to improve outcomes for children/youth with complex and low incidence disabilities. (TPEs: ESN2.3, 2.4, 2.5, ESN3.2, 3.4, 3.5, ESN5.3, U6.3, 6.6, 6.7; ECSE 6.1)

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)
ECSE = Early Childhood Special Education (those TPEs that are specific to the ECSE 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 218.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. Comprehensive, triennial assessment project (SLOs: 1 & 2)
2. Program management and progress monitoring project (SLOs: 3, 8)
3. Motor accommodations project (SLOs: 4 & 5, 8)
4. Accommodating needs of students with sensory disabilities and deaf-blindness (SLOs: 6, 7, 8)
5. Quiz (SLOs: 1-8)

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
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
Professionalism
Research (optional)

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: 1474