

EDSP 232: INITIAL SEMINAR: MILD TO MODERATE SUPPORT NEEDS

In Workflow

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Approval Path

1. Sun, 26 Sep 2021 02:13:59 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 14 Oct 2021 21:40:04 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 19:20:56 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Sun, 19 Sep 2021 23:51:57 GMT

Viewing: EDSP 232 : Initial Seminar: Mild to Moderate Support Needs

Last edit: Fri, 22 Oct 2021 19:20:40 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

Initial Seminar: Mild to Moderate Support Needs

Class Schedule Title:

Initial Seminar: MMSN

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)

232

Course ID: (For administrative use only.)

119321

Units:

1

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?

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 description has been changed to reflect the new name of this credential (old name: Mild/Moderate Special Education, new name: Mild to Moderate Support Needs). Faculty have discovered some redundancies with the program changes, and removed the portfolio development from this course, and so removed some learning outcomes and reduced the course units from 2 to 1.

Learning outcomes are aligned to new standards, as are course activities and assessments; since this is earlier in the program as an initial seminar, and only 1 unit, the learning outcomes are "lower level" than subsequent seminars.

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

A critical reflection framework will be the basis for this course as it presents an overview of the MMSN program. Teacher Performance Expectations (TPE) will be introduced for both general education and special education. Instruction in effective communication, collaboration, problem-solving and conflict resolution will be presented through case studies. The ethics of professionalism for educators will be defined and demonstrated through various modalities.

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?

No

Does this course have corequisites?

No

Graded:

Letter

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. Discuss how the MMSN and Universal TPEs are embedded in various courses in our program. U1.4,U1.5, U3.1, U4.3
2. Identify variables that may facilitate or present a barrier in collaborative and consultative interactions, with general education teachers, paraprofessionals, families, and/or other school personnel. U1.1, U1.2, U6.4, MMSN2.4, MMSN4.6, MMSN6.1
3. Describe strategies for working collaboratively with professionals and agencies from multiple disciplines in meeting the educational needs of students (related service personnel, administrators, specialized health care and nursing specialists, California Children's Services, County Mental Health, Non public, and other related associations, etc.). U3.4, U4.6, MMSN2.4, MMSN4.6, MMSN2.7, MMSN2.8
4. Develop conflict management skills and demonstrate how to deal with problems and cases in general/special education fields by effectively addressing adversarial and/or litigious situations. U2.1, MMSN6.2
5. Identify the knowledge, skills, and dispositions necessary to be recognized as an effective professional educator. U6.2, U3.6, U6.5, U6.6
6. Identify communication tools to enhance communication with students, families, teachers and other school personnel. U1.2, U4.8, MM 4.1

TPE = Teaching Performance Expectation; the TPEs are the SLOs required by the state of California for teaching credential candidates
 MM = Mild to Moderate Support Needs (those TPEs that are specific to the MMSN credential)

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

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

EDSP 232 Activities and Reading.doc

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. Reflection Paper. SLOs 1-6
2. Online Learning Module Collaborations. SLO 2-6
3. Case Studies. SLO 4
4. Communication Tools. SLO 5, 6
5. Collaborative research project and presentation. SLOs 1-6

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 Mild to Moderate Support Needs Teaching Credential

MA in Teaching with Education Specialist Mild to Moderate 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
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: 1483