

EDSP 233: FINAL SEMINAR: MILD TO MODERATE SUPPORT NEEDS

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. Sun, 26 Sep 2021 02:16:51 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 14 Oct 2021 21:40:47 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 19:21:49 GMT
Karen O'Hara (kdohara): Approved for ED Dean

History

1. Aug 31, 2021 by EunMi Cho (eunmicho)

Date Submitted: Mon, 20 Sep 2021 03:38:25 GMT

Viewing: EDSP 233 : Final Seminar: Mild to Moderate Support Needs

Last approved: Tue, 31 Aug 2021 14:32:33 GMT

Last edit: Fri, 22 Oct 2021 19:21:45 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

Final Seminar: Mild to Moderate Support Needs

Class Schedule Title:

Final 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)

233

Course ID: (For administrative use only.)

119326

Units:

1

Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites 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).

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

Title change to represent the new name of the credential (Mild to Moderate Support Needs), and remove "student teaching" from the title because the focus of the seminar includes developing the required Individual Development Plan for induction as a new teacher (not just a focus on student teaching). The portfolio was removed and is being replaced with more of an emphasis on the Individual Development Plan and problem solving.

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

Designed to allow the education specialist candidate teacher or intern to focus upon three overall issues: 1) problems and resolutions particular and general to their teaching assignment, 2) development of their Individual Development Plan by identifying their strengths and areas of growth for further study during the candidates Induction Program and 3) create a Personal Reflection Model to support the development of the Individual Development Plan.

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 232

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

Yes

Corequisite:

EDSP 472 or EDSP 473

Corequisites Enforced at Registration?

No

Graded:

Credit / No Credit

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

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."

At the end of the seminar candidates will be able to:

1. Apply the Problem-Solving Method to professional problems of practice that arise in the student or intern teaching experience, related to all previously required standards of practice and TPEs (e.g. creating developmentally appropriate environments; accessing appropriate resources, etc.) TPEs U6.1, 6.2, 6.5, 6.6, MMSN 6.2.
2. Critically and professionally analyze and provide appropriate input to colleagues regarding their professional problems of practice. TPEs U6.4, MMSN 6.1, MMSN 6.2
3. Identify, analyze, and apply knowledge and skills regarding best practices for teaching to decision-making and problem-solving related to the teaching and learning process (including cultural and linguistic context) in their current student or intern teaching position. TPEs U6.1, 6.3
4. Identify areas of growth; analyze TPEs for contextualizing growth; apply understanding of professional development to improve their own practice in their first year as a fully credentialed teacher. TPEs U6.1, 6.5
5. Create professionally appropriate and well-constructed goals & objectives for future growth, which includes using graduate-level academic writing. TPEs U6.3, 6.5,6.6, MMSN 6.3, 6.4, 6.5
6. Apply a reflection habit and mindset in building opportunities for learning from individual experiences to gain more learning from those opportunities and experiences. TPEs U6.1, 6.2, MMSN 6.5, 6.6

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 233 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. In-Class Participatory Assignments (9@15); SLOs 1-3
2. Problem Solving Method (4@20); SLOs 1-3
3. Individual Development Plan; SLOs 3-6

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:

Communication
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: 1484