

EDSP 234: SEMINAR II: EARLY CHILDHOOD SPECIAL EDUCATION

In Workflow

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Approval Path

1. Fri, 17 Sep 2021 15:23:55 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 30 Sep 2021 21:42:22 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 19:23:21 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Thu, 16 Sep 2021 02:47:00 GMT

Viewing: EDSP 234 : Seminar II: Early Childhood Special Education

Last edit: Wed, 13 Oct 2021 19:32:34 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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

Seminar II: Early Childhood Special Education

Class Schedule Title:

ECSE Seminar II

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)

234

Course ID: (For administrative use only.)

119331

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, Spring, Summer

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).

Learning outcomes are aligned to new standards, as are course activities and assessments; the course was moved to semester 3 to accommodate the need for a seminar in that semester. New title and course description are more reflective of the course.

As this is now a more traditional seminar course, the earlier seminar (EDSP 200) is a pre-requisite.

A field course is still a co-requisite; the numbers for field courses changed, which is why the possible co-req field courses also changed.

Course note is no longer accurate; other seminar courses were included in the new program so it is not necessary to be able to take the course more than one time.

In addition, the section of the Form A that asks if the course can be taken more than once was changed to "no" because there is now a required 4th semester seminar aligned to the edTPA performance assessment (EDSP 238).

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

This seminar provides Early Childhood Special Education (ECSE) candidates with opportunities to engage in reflective conversations about their early fieldwork experience and development as a teacher with regard to program competencies. With support of their colleagues and instructor, candidates will analyze their own teaching practice and pedagogy, complete critical teaching tasks relevant to their fieldwork, and critically analyze issues in the field.

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 200

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

Yes

Corequisite:

EDSP 475 or EDSP 476 or EDSP 478

Corequisites Enforced at Registration?

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. Construct an assessment system by which to gather evidence during lessons of student learning, implement embedded instruction, and provide feedback to students on their learning. (ECSE TPE: 4.6, 5.2, 5.3,
2. Analyze the learning of a focus student with multiple identities and varied needs using baseline data, daily assessment records, and work samples collected during a lesson and utilize this information to plan appropriate feedback that scaffolds the learner along their individual developmental progressions. (ECSE TPE: 5.1, 5.3, 5.6)
3. Develop, implement, and reflect upon a workshop developed to coach and model the skills of paraprofessionals and colleagues using the principles of adult learning theory. (ECSE 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18)

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

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

EDSP 234 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) Family-centered strengths-based plan (SLO 1)
- 2) Analysis of Teaching (SLO 2).
- 3) Analysis of Assessment (SLO 3).
- 4) Critical Teaching Tasks (SLO 3): (1) Paraprofessional collaboration and education; (2) Scaffolding student learning during whole group or small group instruction.

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 Early Childhood Special Education Teaching Credential

Early Childhood Special Education - Added Authorization

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

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: 1485