

EDSP 238: CULMINATING SEMINAR FOR EDUCATION SPECIALIST CANDIDATES

In Workflow

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Approval Path

1. Fri, 17 Sep 2021 15:24:18 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 30 Sep 2021 21:43:07 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 19:26:03 GMT
Karen O'Hara (kdohara): Approved for ED Dean

New Course Proposal

Date Submitted: Thu, 16 Sep 2021 03:04:07 GMT

Viewing: EDSP 238 : Culminating Seminar for Education Specialist Candidates

Last edit: Fri, 22 Oct 2021 19:26:00 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

Culminating Seminar for Education Specialist Candidates

Class Schedule Title:

Culm Seminar EDSP Candidates

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)

238

Course ID: (For administrative use only.)

TBD

Units:

2

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).

This new course is being proposed to support candidates in preparing for a newly required high stakes performance assessment that must be passed in order to earn the credential - the Teaching Performance Assessment. Sacramento State has chosen the edTPA as the Teaching Performance Assessment that we will use with our candidates. Program standards from the Commission on Teacher Credentialing require that the program provide support to candidates as they prepare their edTPA for submission (it is submitted to Pearson to be assessed/graded externally by Pearson).

The pre-req courses are the earlier seminar courses, so are developmentally appropriate within the scope and sequence of the program; the co-reqs are a list of all possible student teaching or intern teacher courses, which is appropriate for this course.

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

Provides structured opportunities for Education Specialist teaching candidates who are in their culminating student/intern teaching experience to discuss, analyze, and reflect on their students' learning to support completion of Special Education TPA. Candidates will interpret, analyze, and complete prompts for all TPA tasks in preparation for the submission of their TPA teaching event. Additional focus on school policies, laws, resources, strategies, routines, and activities that contribute to productive inclusive environments in schools and 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 234 or EDSP 236 or final semester in the MMSN program

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

Yes

Corequisite:

EDSP 477 or EDSP 478 or EDSP 415 or EDSP 422 or EDSP 472 or EDSP 473 or approval of program coordinator.

Corequisites Enforced at Registration?

No

Graded:

Credit / No Credit

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Activity

Activity Classification

CS#15 - Technical Activity/Laboratory (K-factor=1.5 WTU per unit)

Activity Units

2.0

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

Yes

How many times can the course be taken (not including first time passed)?

2

Total credits allowed (including first time passed)

4

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."

By the end of the semester, the candidates will be able to:

1. Gather, evaluate, and apply contextual qualitative and quantitative data, including data about students' linguistic backgrounds and learning, as a means for understanding and enhancing each learner's academic, social, and physical context (ECSE 1.1, 1.2, 1.3, 1.4, 4.1, 4.6, 5.1, 5.2; U1.1, 4.1, 4.3, 5.1; ESN 1.9 2.12; 5.3)
2. Use assessment data collected during the cycle of teaching to improve their teaching and their students' learning (ECSE 1.6, 1.7, 1.10, 5.8; U1.8, 5.8, 6.1)
3. Apply systematic instructional strategies and supports designed to make grade-appropriate or advanced curriculum content comprehensible to students with disabilities and English Learners (ECSE 2.5, 3.1, 3.4, 3.5, 3.9, 4.4; U1.4, 1.6, 3.5, 3.6, ; ESN 2.5, 3.2, 3.3, 4.4)
4. Plan, execute, and explain the rationale for instruction that is universally-designed to support and challenge all students in age-appropriate activities that promote critical thinking and opportunities to respond and reflect (ECSE 3.2, 3.3, 3.6, 4.2, 6.1, 6.7; U1.5, 1.7, 2.5, 3.1, 3.2, 3.3, 3.4, 4.4; ESN 2.3, 2.11)
5. Collaborate with colleagues to create an equitable and positive learning environment that promotes students' learning, encourages positive interactions and relationships among students, reflects diversity and multiple perspectives, and is culturally responsive (ECSE 2.3; U2.2; ESN 6.2)
6. Reflect on one's own professional development and plan for continued learning in the field based in the Teaching Performance Expectations (ECSE 6.9; U6.3, 6.5)

TPE = Teaching Performance Expectation; the TPEs are the SLOs required by the state of California for teaching credential candidates

ECSE = Early Childhood Special Education (those TPEs specific to the ECSE credential)

ESN = Extensive Support Needs (those TPEs specific to the ESN 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 238 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.

edTPA preparation: complete all components of the teaching event to prepare for official submission (SLO 1 – 5)

Individual Development Plan – IDP (SLO 6)

Professional Teaching Portfolio/Complete EdJoin account (SLO 6)

Final presentation – reflecting on your program experience (SLO 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

MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential

MA in Teaching with Education Specialist Mild to Moderate Support Needs 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

Communication

Information literacy

Disciplinary knowledge

Intercultural/Global perspectives

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?

Yes

Please describe the new or changes to the program assessments:

The edTPA high stakes summative performance assessment (which is scored externally by Pearson) will provide data that will be used in program assessments.

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 14552