

# EDSP 472: MILD TO MODERATE SUPPORT NEEDS STUDENT TEACHING

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## 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 (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Tue, 08 Oct 2019 04:26:14 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 10 Oct 2019 21:00:19 GMT  
Sarah Ives (sarah.ives): Rollback to Initiator
3. Mon, 14 Oct 2019 21:02:21 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
4. Tue, 22 Oct 2019 22:44:51 GMT  
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
5. Wed, 23 Oct 2019 23:53:26 GMT  
Karen O'Hara (kdohara): Approved for ED Dean
6. Wed, 13 Nov 2019 16:31:47 GMT  
Janett Torset (torsetj): Approved for Academic Services
7. Mon, 18 Nov 2019 03:36:19 GMT  
Julie Fogarty (fogarty): Rollback to Initiator
8. Sat, 01 Feb 2020 02:39:00 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
9. Sat, 22 Feb 2020 00:30:07 GMT  
Dale Allender (dale.allender): Approved for ED College Committee Chair
10. Sat, 22 Feb 2020 00:46:25 GMT  
Karen O'Hara (kdohara): Approved for ED Dean
11. Wed, 08 Apr 2020 18:24:26 GMT  
Janett Torset (torsetj): Approved for Academic Services
12. Thu, 24 Sep 2020 22:54:03 GMT  
Janett Torset (torsetj): Rollback to Initiator
13. Tue, 05 Oct 2021 21:49:27 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
14. Fri, 15 Oct 2021 05:05:38 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
15. Fri, 22 Oct 2021 19:41:13 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## History

1. Sep 13, 2019 by Stephanie Biagetti (sbiagetti)

Date Submitted: Tue, 05 Oct 2021 21:41:58 GMT

**Viewing: EDSP 472 : Mild to Moderate Support Needs Student Teaching**

**Last approved: Fri, 13 Sep 2019 14:00:59 GMT**

**Last edit: Fri, 22 Oct 2021 19:41:09 GMT**

Changes proposed by: Deidre Sessoms (101023477)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Rachael Gonzales	rgonzales@csus.edu	916-278-5523

**Catalog Title:**

Mild to Moderate Support Needs Student Teaching

**Class Schedule Title:**

MMSN Student Teaching

**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)**

472

**Course ID: (For administrative use only.)**

203137

**Units:**

7

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 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?**

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).

The course title has been changed to reflect the new name of this credential (old name: Mild/Moderate Disabilities Special Education, new name: Mild to Moderate Support Needs). The course description has been changed for the same reason.

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

Course units have decreased from 8 to 7 to comply with the credit hour policy (calculations were done across all credential programs to insure they are consistent and that resulted in decreasing units from 8 to 7 to be consistent across all programs).

Course should not be taken more than once for credit because it is the "final" student teaching course. Instead, those candidates who are in a grant-funded residency program who need supervised field experiences every semester are allowed to retake EDSP 471. The course does not need to be variable units; as the final student teaching course, every candidate should get the same number of units.

Clarified the language for the required Application for Student Teaching (in course note).

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

Student teaching full day, M-Th, for the semester in a cooperating LEA District providing services for students with mild to moderate support needs. Cooperating teachers work with the University supervisor to support the candidate in completing the required assignments and competencies. An evaluation will be completed at the mid point and end of the semester.

**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

**Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)**

Application for student teaching is required prior to course enrollment.

**Does this course have prerequisites?**

Yes

**Prerequisite:**

EDSP 471 or equivalent.

**Prerequisites Enforced at Registration?**

No

**Does this course have corequisites?**

No

**Graded:**

Credit / No Credit

**Approval required for enrollment?**

Instructor Approval

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

Supervision

**Supervision Classification**

S3/CS#25 - Practice Teaching/Workstudy/Thesis Project/Independent Study (S-factor=.5 WTU per student enrolled)

**Supervision Units**

7

**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. Apply subject matter knowledge, knowledge of human development and exceptionalities, instructional strategies, planning practices, assessment techniques, and evidence-based practices to the entire cycle of Plan-Enact-Reflect. TPEs: Universal 1.1, 1.3, 1.4, 1.7, 1.8, 2.2, 2.5, 2.6, TPE 3s, TPE 4s, TPE 5s  
MMSN 1.3, 1.4, 2.3, 2.8, 2.10, 3.2, 4.1 to 4.3, 4.6, TPE 5s

2. Implement special education High Leverage Practices at "developing proficiency" level. TPEs: Universal 1.1, 1.3, 1.4, 1.6, 1.7, 1.8, 2.1, 2.2, 2.5, 2.6, TPE 3s, TPE 4s, TPE 5s. MMSN 1.3, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.5, 2.6, 2.9, 2.10, 3.1, 3.2, 4.1 to 4.3, 4.6 to 4.7.

3. Create lesson plans that include HLPs with related skills and practice guides. TPEs: Universal 1.2, 1.5, 2.3, 2.4 MMSN 1.1, 1.5, 2.2, 2.3, 2.4, 2.7, 2.8, 2.1, 3.3, 4.4,

4. Consistently demonstrate a professional demeanor in the following areas:

- Appearance
- Positive interactions with students
- Productive interactions with colleagues
- Ongoing professional learning

TPEs: U6.1, U 6.2, U 6.3, U 6.4, U 6.5, U 6.6, MMSN 6.1, MMSN 6.2

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 472 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. Candidate reflection on teaching cycle: SLOs 2, 3, 4

2. Field Experience Journal: SLOs 1, 3, 4

3. Supervisor Observations: SLOs 2, 4

4. Midterm and Final Evaluation: SLOs 1-4

5. Lesson and Unit Plans: SLO 2

**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  
 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?**

No

**Is this a Graduate Writing Intensive (GWI) course?**

No

#### Reviewer Comments:

**Sarah Ives (sarah.ives) (Thu, 10 Oct 2019 21:00:19 GMT):** Rollback: See questions from CATTE committee in email 10/10/19

**Julie Fogarty (fogarty) (Mon, 18 Nov 2019 03:36:19 GMT):** Rollback: See email from 11/17/19.

**Janett Torset (torsetj) (Thu, 24 Sep 2020 22:54:03 GMT):** Rollback: Rolled back at author's request

Key: 1507