

# EDSP 474: ECSE EARLY FIELDWORK EXPERIENCE I

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## In Workflow

1. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
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## Approval Path

1. Thu, 30 Sep 2021 21:58:36 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
2. Fri, 22 Oct 2021 19:47:43 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## History

1. Aug 24, 2021 by Cindy Collado (cindy.collado)

Date Submitted: Thu, 16 Sep 2021 02:31:14 GMT

## Viewing: EDSP 474 : ECSE Early Fieldwork Experience I

Last approved: Tue, 24 Aug 2021 05:40:13 GMT

Last edit: Fri, 22 Oct 2021 19:46:51 GMT

Changes proposed by: Deidre Sessoms (101023477)

## Contact(s):

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## Catalog Title:

ECSE Early Fieldwork Experience I

## Class Schedule Title:

Early Field Exp ECSE:

## Academic Group: (College)

ED - Education

## Academic Organization: (Department)

Education, Graduate Professional Studies in Education

## 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)

474

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

203135

**Units:**

3

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?**

Spring term only

**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).

All ECSE field experience courses have been modified (EDSP 474, 475, 476, 477, and 478). These have been modified to:

1. Align to new ECSE program standards, which now includes extending to pre-K and Kindergarten.
2. Insure that unit loads assigned to field experience/student teaching courses across all three special education programs comply with the credit hour policy (to comply, this course decreased from 6 to 3 units; the amount of time required in the field for an early fieldwork course is appropriate and is now aligned with the credit hour policy).
3. All were modified so that the numbering made more sense (early field experience offered early in the program is now 474 (rather than 475 or 476, etc), and the expectations increase as the numbering system increases: 475, 476, 477, and 478).

Course title and description modified to meet the new requirements in this course and the emphasis on early field experience early in the program.

The course can now be taken more than once if needed by candidates who extend the program (take longer than usual). CTC requires field experiences in all subsequent semesters, so being allowed to retake the course so that there is a setting in which to accomplish course assignments is necessary.

The course is typically taught in spring semesters in the new program and so that is changed in the Form A.

The old co-req (EDSP 211) is no longer needed in this early field experience.

Since this is now an early field experience, it is not appropriate to do research, so it was removed from the check-off list for University Learning Goals. It is appropriate to include critical thinking and global perspectives for this course, so those were added.

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

Candidates in the early childhood special education (ECSE) program complete early fieldwork activities at a site or program serving families and children with disabilities birth to kindergarten. Fieldwork is completed concurrently with integrated coursework. In this first early field experience, candidates focus primarily on observing evidence-based environments, instruction, and interventions as well as practicing skills including collaborating with a young child's family and team, engaging in data-based decision making, and creating and implementing intervention plans.

**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:**

Admission to the MA in Teaching with Early Childhood Special Education Teaching Credential.

**Prerequisites Enforced at Registration?**

No

**Does this course have corequisites?**

No

**Graded:**

Credit / No Credit

**Approval required for enrollment?**

No Approval Required

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

Practicum

**Practicum Classification**

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

**Practicum Units**

3

**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)?**

3

**Total credits allowed (including first time passed)**

9

**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. Collaboratively assess and communicate the unique care needs of young children with disabilities, including the impact of their disability on learning, communication, development, and relationships. (ECSE 1.5, 1.8, 4.1, 4.6)
2. Identify the strengths and challenges of students across developmental and curricular domains using a variety of authentic and systematic data collection tools that are modified and adapted to gain a clear and accurate understanding young children's unique profile. (ECSE 1.3, 4.5, 5.2, 5.3, 5.5)
3. Collaboratively design inclusive and supportive play-based and child-directed learning environments that guide the positive development and learning of young children with disabilities as well as facilitate friendships and relationships. (ECSE 2.4, 2.6)
4. Collaboratively plan, implement, adapt, monitor, and describe effective instruction, supports, and interventions within natural routines, activities, and environments for young children with disabilities that increase access to learning, opportunities to engage with peers/family members, communication skills, and development. (ECSE 1.7, 3.3, 3.9, 4.3, 4.4, 4.7)

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 474 Readings &amp; 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.

Early Childhood Special Education Fieldwork Evaluation Rubric (SLOs 1-4).

Reflection Journal (SLOs 1-4).

University supervisor Observations. (SLOs 1-4).

Fieldwork log. (SLOs 1-4).

Triad Team Meetings. (SLOs 1-4).

**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

**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

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

Key: 1509