EDSP 475: ECSE EARLY FIELDWORK EXPERIENCE II

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 (wlindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 17 Sep 2021 15:28:08 GMT
   Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 30 Sep 2021 21:46:08 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 19:50:44 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 02:52:25 GMT

Viewing: EDSP 475 : ECSE Early Fieldwork Experience II

Last approved: Tue, 24 Aug 2021 05:56:51 GMT

Last edit: Fri, 22 Oct 2021 19:50:40 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Cindy Collado	cindy.collado@csus.edu	916-278-4616

Catalog Title:
ECSE Early Fieldwork Experience II

Class Schedule Title:
ECSE Early Field Exp 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)
475

Course ID: (For administrative use only.)
203134

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?
Fall 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, and the expectations increase as the numbering system increases to 475, 476, 477 and 478.

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

This is now the second field course in the series and so the first field course (EDSP 474) is a pre-requisite. The co-requisite was removed because it no longer fit with the course description.

As the second field course in the series, given the course sequence it will typically be taught in fall semesters.

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.

This course is required for the newly proposed Early Childhood Special Education Added Authorization.

As an early field experience course, it is not appropriate to expect students to conduct research, but it is appropriate to expect them to have as a University Learning Goal intercultural /global perspectives. So the University learning goals were changed in the check-off list.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Candidates in the early childhood special education (ECSE) program complete more advanced 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 second early field experience, candidates build on their skills by collaboratively analyzing their teaching and assessment practices, reflecting on their experiences, and practicing with support more advanced pedagogy.

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 474

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) Co-plan and co-teach a culturally responsive and developmentally appropriate unit of study and lesson plans for young children in inclusive learning environments. (ECSE 6.11, 6.12, 6.13, 6.14)
2) Compile ongoing data on students' development and performance using a range of authentic assessment tools that recognize their full range of development (e.g., social, emotional, cognitive, physical, linguistic) into a strengths-based profile of learning and progress. (ECSE 1.1, 1.3, 1.7, 5.1, 5.2)
3) Collaboratively create and implement a plan for how to embed individualized supports, learning goals and outcomes into instructional, intervention, and play activities across natural routines and activities. (ECSE 4.9, 4.10)
4) Participate in an individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) meeting with a team including the family and related service providers and accurately communicate assessment results about the student's development and progress. (ECSE 5.3, 5.8, 6.2, 6.3)

5) Promote students' social emotional growth and development using positive interventions and supports to create a caring and supporting classroom community where all children feel like they belong, have positive relationships with peers and adults, and learn social and emotional skills. (ECSE 2.1, 2.4)

6) Reflect on the impact of their teaching approach, instruction, and values on a diverse class and how it can be improved to empower students and families. (ECSE 6.1, 6.9)

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 475 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.

Early Childhood Special Education Fieldwork Evaluation Rubric (SLOs 1-6).

Reflection Journal (SLOs 1-6).

University supervisor Observations. (SLOs 1-6).

Fieldwork log. (SLOs 1-6).

Triad Team Meetings. (SLOs 1-6).

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 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
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: 1510