EDSP 476: ECSE STUDENT TEACHING: INFANTS & TODDLERS

In Workflow

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Approval Path

1. Fri, 17 Sep 2021 15:36:07 GMT
   Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 30 Sep 2021 21:31:31 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 19:53:54 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

History

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

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Last approved: Tue, 24 Aug 2021 05:57:51 GMT
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Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

ECSE Student Teaching: Infants & Toddlers

Class Schedule Title:

ECSE St Teaching: Infant/Todlr

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)

476

Course ID: (For administrative use only.)
203133

Units:
4

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, 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).

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 10 to 4 units; the course used to be the intern course; 10 units could be appropriate for an intern course. Now it is an infant/toddler student teaching course that is normally taken in the summer and so the required amount of time in the field is appropriate given the reduced time available in summer; and this 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.

The course name, description, and student learning outcomes have been developed to meet the requirements of final student teaching for infants and toddlers.

The course classification code was changed to generate the correct WTUs for a student teaching course, which is 0.5 per candidate.

This course no longer needs to be taken more than once for credit since the earlier field experience courses can now be taken more than once in cases where candidates delay completion of the program. The "student teaching" course is always the last field course taken - as required by CTC - unless the candidate is an intern teacher. If they are an intern teacher then "intern teaching" is taken. That is why EDSP 478 (intern teaching) is equivalent.

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

EDSP 211 is a pre-req because it is the methods course that is aligned with this student teaching course; candidates need to have completed that methods course before they can do final student teaching in this area. The "old" pre-req was for intern teaching and this course is no longer an intern teaching course.

"Practicum" was chosen as the course type because it is "practice teaching."

Since this is now a final student teaching course, additional appropriate graduate learning goals are included in the check-off list of University Learning Goals.

This course is required for this program so "Is this course required for a degree program" is now checked (this was an accident; it should have been checked before). This links courses with programs in the catalog.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
One of two culminating experiences, candidates complete the student teaching experience with a cooperating teacher in their school district, county office of education or appropriate privately operated program providing early intervention services for infants and toddlers with disabilities and their families. Completed concurrently with integrated coursework and focuses on candidates gradually taking the lead on assessing, planning, and coaching families raising infants and toddlers with disabilities or delays within their natural routines, environments, and activities.

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.)
Candidates may take EDSP 478 as a course equivalent.

Does this course have prerequisites?
Yes

Prerequisite:
EDSP 211

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):
Practicum

Practicum Classification
S3/CS#25 - Practice Teaching/Workstudy/Thesis Project/Independent Study (S-factor=.5 WTU per student enrolled)
Practicum Units
4

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) Conduct culturally and linguistically appropriate and evidence-based routines-based assessments and interviews with families that effectively identify their priorities and concerns for their infant or toddler with a disability or developmental delay and inform program planning. (ECSE 1.6, 4.3, 4.6)
2) Coach families on how to support and guide the development of their infant or toddler with disabilities or delays within the natural routines and activities of their day. (ECSE 1.5, 1.7, 1.10, 2.3, 2.6, 3.2, 3.3, 3.4, 3.6, 4.2, 4.10, 6.14)

3) Guide families in implementing strategies consistent with positive behavior support within their daily interactions and experiences with their infant or toddler with disabilities or delays. (ECSE 2.1, 2.4)

4) Write IFSP family and child outcomes and develop the IFSP consistent with the knowledge of child development and relevant to family concerns and priorities. (ECSE 1.1, 1.2, 1.3, 2.4, 4.1, 4.11, 5.6)

5) Collaborate with the family and related service providers to modify the assessments, supports and interventions for infants and toddlers with more complex and unique support needs. (ECSE 1.8, 1.9, 2.2, 2.5, 3.5, 3.8, 3.9, 4.4, 4.6, 4.12, 4.13, 6.11)

6) Interpret and communicate a strengths-based developmental assessment of an infant or toddler with disabilities to the child's family and the Individualized Family Service Plan (IFSP) team in support of program planning. (ECSE 4.5, 5.1, 5.3, 5.5, 5.8)

7) Collaboratively develop and facilitate a meaningful and family-centered Individualized Family Service Plan (IFSP) including writing a strengths-based description of the family and child and writing meaningful family and child outcomes for initial, semi-annual, and transition IFSPs. (ECSE 1.11, 3.1, 4.8, 6.2, 6.3, 6.8)

8) Effectively communicate reflections of experiences, implicit bias, and practices when engaging in family-centered strengths-based practices with families raising child(ren) with disabilities or delays. (ECSE 6.6, 6.7, 6.9, 6.10)

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 476 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. Early Childhood Special Education Fieldwork Evaluation Rubric (SLOs 1-8).

2. Reflection Journal (SLOs 1-8).

3. Competency Table (SLOs 1-8).

4. University supervisor Observations. (SLOs 1-8).

5. Fieldwork log. (SLOs 1-8).

6. Triad Team Meetings. (SLOs 1-8).

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:
Early Childhood Special Education - Added Authorization
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
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

Key: 1511