EDSP 478: ECSE INTERN TEACHING

In Workflow
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Approval Path
1. Thu, 30 Sep 2021 21:40:24 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
2. Fri, 22 Oct 2021 19:55:43 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

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

New Course Proposal
Date Submitted: Thu, 16 Sep 2021 03:00:32 GMT

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Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:
ECSE Intern Teaching

Class Schedule Title:
ECSE Intern Teaching

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)
478

Course ID: (For administrative use only.)
203131

Units:

9

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 (see below for details about this course).
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.

Previously two intern courses were offered (Infants/Toddlers and Preschool) but this new single Intern Teaching course now covers any internship for ECSE candidates to streamline the fieldwork courses because candidates are approved to be an intern regardless of the population of students they serve.

The course name, description, and student learning outcomes have been developed to meet the requirements of an internship (the candidate is "teacher of record" while teaching on an intern credential).

The course classification code was changed to generate fewer WTUs to put our WTUs in alignment with the rest of the CSU campuses with intern courses (previously each candidate generated 1.0 WTU and now each generates 0.66 WTU).

The units have been increased from 3 to 9 to comply with the credit hour policy. The expected time that candidates will spend in the field has not changed - this course used to be an early field experience course (and 3 units was appropriate for that) but now it is an intern teaching course, and 9 units puts it in compliance with the credit hour policy.

The course now has a set of possible pre-requisites that a candidate needs in order to be successful in Intern Teaching.

This intern course no longer needs a specific co-requisite since the course can be taken more than once in the course sequence, so the two co-reqs were removed. They were appropriate when this was a completely different course.

The course can be taken multiple times so that an intern teacher may extend the program while teaching on an intern credential if needed.

Internships can be conducted in fall, spring, or summer so this course now inidicates this.

The course was previously checked as being an independent study; it is more appropriately classified as a practicum.

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

Internship in a cooperating District or County Office of Education providing services for young children birth to kindergarten with disabilities receiving special education services and their families. Candidates must complete the intern application process in order to register. Intern serves as the teacher of record and is employed by the district. As the classroom teacher, develop and teach developmentally appropriate and accessible units and lesson plans, embed instruction and supports, collaborate with colleagues, support paraprofessionals, and lead the IFSP/IEP process.

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 119, EDSP 201, and EDSP 211 or EDSP 212, or permission from program coordinator

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
S4/CS#24 - Practice Teaching (S-factor-.667 WTU per student enrolled)
Practicum Units
9

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)?
4

Total credits allowed (including first time passed)
36

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) Effectively articulate the rationale for developmentally appropriate instruction and environments that are equitable, inclusive, and accessible for all young learners, in an intern context. (ECSE 2.6, 6.6, 6.7)
2) Conduct ecological assessments of young children's learning and development to inform program planning that embeds supports, goals, and services within daily routines and activities, in an intern context. (ECSE 5.1, 5.2, 5.3)
3) Collaborate with related services providers and teachers to adapt instruction and learning environments, use systematic instructional strategies, and plan for the use of assistive technology for students with significant support needs, in an intern context. (ECSE 2.2, 2.5, 3.9, 4.4, 4.7, 4.9, 5.5, 6.5)

4) Utilize knowledge of students and the community to plan integrated units and lesson plans using the principles of universal design for learning, developmentally appropriate practices, and anti-bias education, in an intern context. (ECSE 1.3, 1.4, 3.2, 3.3, 3.4, 3.5)
5) Assess and monitor student learning and progress toward IFSP outcomes or IEP goals, in an intern context. (ECSE 1.10, 4.6, 5.6)
6) Embed accommodations and interventions into the daily routines and activities according to the IEP goals and services described in the IFSP/IEP, in an intern context. (ECSE 4.10, 4.11)
7) Organize positive and supportive literacy-rich and culturally responsive learning environments using evidence-based practices and the principles of universal design for learning, in an intern context. (ECSE 2.3, 3.1)
8) Implement the principles of positive behavior support to create a positive and supportive learning environment, trusting relationships, and increasingly more intense supports and services, in an intern context. (ECSE 2.1, 2.3, 2.4)
9) Train and support the work of paraprofessionals within the school team including collecting data, facilitating friendships, providing instruction, and scaffolding student learning, in an intern context. (ECSE 4.13, 6.12, 6.13, 6.14, 6.15, 6.16)
10) Facilitate Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) meetings that collaboratively draw upon the knowledge and expertise of all team members in the development of a program plan that effectively guides the child's development, in an intern context. (ECSE 6.2, 6.3)
11) Partner with families during the assessment and instructional planning process to support children's learning within and across settings and transitions, in an intern context. (ECSE 1.11, 3.8, 6.4)

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 478 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 1-11).

Reflection Journal (SLOs 1-11).

Competency Table (SLOs 1-11).

University supervisor Observations (9 observations). (SLOs 1-11).

Monthly Intern Support Calendar. (SLOs 1-11).

Triad Team Meetings. (SLOs 1-11).

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: 13716