

EDSP 101: BECOMING AN EDUCATION SPECIALIST

In Workflow

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Approval Path

1. Tue, 27 Sep 2022 19:57:30 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:24:17 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sat, 15 Oct 2022 19:48:13 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

New Course Proposal

Date Submitted: Mon, 26 Sep 2022 16:17:12 GMT

Viewing: EDSP 101 : Becoming an Education Specialist

Last edit: Mon, 26 Sep 2022 16:17:11 GMT

Changes proposed by: Cindy Collado (219699221)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Becoming an Education Specialist

Class Schedule Title:

Becoming Ed Specialist

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 2023 (2023/2024 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)

101

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing 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

This course complies with the credit hour policy:

Yes

Justification for course proposal:

In collaboration with the Child and Adolescent Development Program, the special education program developed a minor in Special Education. They determined it was necessary to create a course introducing undergraduates within this minor to what it is like to be an Education Specialist and career pathways working with children and youth with disabilities. Thus this course serves the needs of the minor by introducing students to career opportunities in the field of special education as well as guides them in making an academic and career plan to meet their career goals.

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

The course introduces undergraduate students to a career working with children and youth with disabilities and their families. Students will explore the different career opportunities in the field of special education, the skills of an education specialist teacher, and credential requirements for becoming an educator working with students with disabilities including advocacy, reflection, organization, empathy, and credential program pre-requisites. Students will complete biographical readings, a career plan, and at least 30 hours of fieldwork with an education specialist teacher.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Discussion Units

3

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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Evaluate their own positionality and how it will influence their knowledge, skills, and dispositions as an educator working with students with and without disabilities.	Weekly attendance & participation; "Days in the Life" of an Education Specialist Project; Career Pathway Plan; Socratic Seminar book club.
2	Define the role of the educator in the classroom as relevant to students with disabilities and career paths for education specialists.	Weekly attendance & participation; Education Specialist Interview; Socratic Seminar book club.
3	Critique the experience of education specialists and what it means to be a social justice advocate for students with disabilities and their families.	Weekly attendance & participation; "Days in the Life" of an Education Specialist project; Socratic Seminar book club.
4	Create a short-term and long-term career plan for advocating for and supporting students with disabilities and their families, including identifying credentialing requirements to become an Education Specialist and devising an academic plan to meet career goals.	Weekly attendance & participation; Career Pathway Plan
5	Locate and use academic and career information resources and student services both on campus and off campus to assist with academic, health-related, and support needs.	Weekly attendance & participation; Career Pathway Plan;
6	Identify pedagogical moves of education specialists that build relationships with students and support their development.	Weekly attendance & participation; Pedagogical Moves Analysis

Attach a list of the required/recommended course readings and activities:

EDSP 101 Readings & Activities.docx

For whom is this course being developed?

Minors in the Dept

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:**

Minor in Special Education

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

Undergraduate Learning Goals:

Competence in the disciplines

Knowledge of human cultures and the physical and natural world

Personal and social responsibility

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)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Key: 14800