EDSP 201: DEVELOPING COLLABORATIVE PARTNERSHIPS WITH FAMILIES, PROFESSIONALS, AND COMMUNITIES IN ECSE

In Workflow

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Approval Path

1. Tue, 04 Oct 2022 20:41:09 GMT
   Jenna Porter (jmporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:54:19 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sat, 15 Oct 2022 19:05:52 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Sep 28, 2019 by Cindy Collado (cindy.collado)
2. Jun 15, 2022 by Ishita Dey (idey)

Date Submitted: Tue, 04 Oct 2022 20:27:15 GMT

Viewing: EDSP 201 : Developing Collaborative Partnerships with Families, Professionals, and Communities in ECSE

Last approved: Wed, 15 Jun 2022 14:01:39 GMT

Last edit: Tue, 04 Oct 2022 21:24:04 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:
Developing Collaborative Partnerships with Families, Professionals, and Communities in ECSE

Class Schedule Title:
Dev Collab Partnerships ECSE

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:
Spring 2023 (2022/2023 Catalog)

Subject Area: (prefix)
EDSP - Education Specialist Credentials

Catalog Number: (course number)
201

Course ID: (For administrative use only.)
203143

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?
Fall, Summer

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:
This course was revised because it will now be offered during the summer when fieldwork placements are not possible as well as to reflect the new standards for Early Childhood Special Education teacher preparation. Thus the focus has been adjusted to reflect the new sequence and to utilize case studies and scenarios for projects and activities.

The following changes were made:
1) Changed term to allow EDSP 201 to be offered in Summer and Fall semesters. Fall semester remains as an option as we phase out the old program.
2) Revised course description to correct minor wording and to reflect new standards for the Early Childhood Special Education credential standards.
3) Revised SLOs to reflect new standards for the Early Childhood Special Education credential standards.
4) Revised assessments to reflect the new SLOs and to ensure activities utilize case studies and in-class application while not requiring application in the field.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Overview of ECSE historical, philosophical, theoretical/empirical, and legal bases for family centered, relationship based special education services. Emphasis is on developing cross-cultural competence and a strengths-based, student-centered approach to empowering families and advocating for students with disabilities. Students will develop skills required to build and maintain collaborative relationships through effective communication and teaming with families, students, professional colleagues, and community members. These skills will be applied in the context of school-family-community partnerships, professional partnerships, person-centered planning/future planning, and IFSP/IEP development.

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?
Yes

Prerequisite:
Admission into the MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential.

Prerequisites Enforced at Registration?
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	1. Apply a strengths-based approach to developing an Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP), including writing strengths-based descriptions of students, IFSP outcomes, IEP goals, progress monitoring plan, and transition strategies.	Attendance and Participation; Strengths-based IFSP/IEP outcomes/goals & transitions
2	2. Implement a person-centered planning approach to support families in identifying strengths, interests, strategies, concerns, priorities, and resources to develop a partnership with and empower the family and student.	Attendance and Participation; Person-Centered planning project
3	3. Utilize adult learning theory to develop an effective and individualized workshop for colleagues, families, or paraprofessionals to support their knowledge and skill development.	Attendance and Participation; Shared Knowledge Opportunity
4	4. Identify an inclusive, antibias, and cultural competent approach to working in early childhood education including the relationships of culture, language, disabilities, and family beliefs, values, and practices to understand one's own culture and values as well as apply culturally appropriate strategies that recognize and support cultural beliefs, values, and practices of families.	Attendance and Participation; Shared Knowledge Opportunity Person-Centered planning project; Family Resource Center (FRC) Discussion Board Reflection

5	5. Apply culturally responsive communication practices necessary for communicating, collaborating, problem-solving, and consulting effectively and that promote non-judgmental, collaborative relationships with 1) individuals with disabilities and their families, 2) general/special education teachers and co-teachers, related service personnel, paraprofessionals, and administrators, and 3) trans-disciplinary teams.	Attendance and Participation; Person-Centered planning project; Shared Knowledge Opportunity Presentation; Person-Centered planning project; Family Resource Center (FRC) Discussion Board Reflection

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

EDSP 201 Readings & Activities.docx

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:
Master of Arts in Special Education Teaching (Early Childhood 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

Graduate (Masters) Learning Goals:

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?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

NA

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: 1464