

EDSP 210: ASSESSMENT AND EVALUATION IN EARLY CHILDHOOD SPECIAL EDUCATION

In Workflow

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Approval Path

1. Tue, 04 Oct 2022 20:41:16 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:55:37 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sat, 15 Oct 2022 19:07:38 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

Date Submitted: Tue, 04 Oct 2022 20:30:07 GMT

Viewing: EDSP 210 : Assessment and Evaluation in Early Childhood Special Education

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Changes proposed by: Jenna Porter (201422342)

Contact(s):

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Catalog Title:

Assessment and Evaluation in Early Childhood Special Education

Class Schedule Title:

Assessment In 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:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)

210

Course ID: (For administrative use only.)

119126

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, Spring

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 to reflect changes in the program with regard to how courses are offered in sequence as well as to reflect changes in the standards for Early Childhood Special Education teacher preparation.

The following changes were made:

- 1) The term it is offered was changed to be Fall and Spring semesters so that new students can take it in the new semester while returning students can take it in the previous semester that it was offered.
- 2) The course description was changed to use language that aligned better with the new ECSE teacher preparation standards.
- 3) The course ELOs were added as they were not present previously. These were created to align with the new ECSE standards.
- 4) The course assignments were added as they were not present previously and were created to align with the ELOs.
- 5) The Graduate Learning Goals were added as they were not present previously.

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

This course integrates family-centered and strengths-based approaches in early childhood special education into the assessment and evaluation process. Content will focus on developing quality practices in early childhood assessment including using a range of culturally, linguistically, and ability appropriate tools and techniques; parent professional collaboration; transdisciplinary team assessment; assessment reporting; and translating results into intervention planning. Students will demonstrate skills in the assessment process including planning, collecting, interpreting, and communicating assessment information about infants and young children with disabilities.

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:

Admittance to the MA in Special Education Teaching (Early Childhood Special Education)

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#04 - Lecture /Recitation (K-factor=1 WTU 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	Effectively plan and utilize culturally and linguistically responsive formal and informal observation-based assessment tools to support daily instructional practices and interactions with students.	Observation of Learning assignment.
2	Employ a strengths-based, family- and student-centered approach using person-centered planning to partner with the student's family throughout the IEP process and collaboratively develop meaningful IFSP and/or IEP documents that guide planning and implementation of appropriate intervention strategies.	Family-Centered IFSP/IEP Process Project
3	Modify assessment procedures, when appropriate, to accommodate or compensate for the impact of the child's disability on performance, in a variety of developmentally appropriate learning environments.	Observation of Learning assignment; Family-Centered IFSP/IEP Process Project
4	Communicate assessment and evaluation findings, accurately, sensitively, and in jargon-free language.	Family-Centered IFSP/IEP Process Project
5	Utilize data collected about a student's IFSP outcomes/IEP goals and daily assessment information about the student's classroom experiences to develop and implement an embedded instruction plan including a matrix, child assessment of student needs tools, annotated bibliography of an effective evidence-based intervention for the student, and a systematic instruction plan (SIP) to implement the evidence-based intervention.	Observation of Learning assignment; Family-Centered IFSP/IEP Process Project

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

EDSP 210 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:

Critical thinking/analysis
Communication
Disciplinary knowledge

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:

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: 1470