

EDSP 211: CURRICULUM, INTERVENTION STRATEGIES, AND ENVIRONMENTS IN ECSE I: INFANTS & TODDLERS

In Workflow

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Approval Path

1. Tue, 04 Oct 2022 20:41:26 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:23:32 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sat, 15 Oct 2022 19:08:19 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

Date Submitted: Tue, 04 Oct 2022 20:32:17 GMT

Viewing: EDSP 211 : Curriculum, Intervention Strategies, and Environments in ECSE I: Infants & Toddlers

Last edit: Tue, 04 Oct 2022 20:32:16 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

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Catalog Title:

Curriculum, Intervention Strategies, and Environments in ECSE I: Infants & Toddlers

Class Schedule Title:

Curr/Intervention: Inf/Tod

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)

211

Course ID: (For administrative use only.)

119136

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 has not been updated since curriculum workflow began to include all course information. Thus, the course has not changed even though the course information has been added.

The following changes to the course in workflow have been completed:

- 1) The Class Schedule Title was revised to include Toddlers as it only stated Infants in the title and this course covers content for both infants and toddlers.
- 2) The semester offered has been changed to reflect the new term the course will be offered in addition to the current term.
- 3) The course description was revised to reflect new Teacher Performance Expectations (TPE) standards in the field of Early Childhood Special Education.
- 4) The course SLOs were added as they were missing.
- 5) The course assessments were added to reflect the SLOs.
- 6) The course readings and activities were added.
- 7) The programs which use this course were added and indicated the Form B is submitted to reflect this update.
- 8) Remaining information was added as it was missing.

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

The focus of this course is acquisition of knowledge and skills to support families and other caregivers in facilitating development for infants and toddlers at risk or with disabilities. Students will collaboratively plan and implement curriculum and intervention strategies for infants, toddlers and families. These strategies may be utilized in a range of natural learning environments including home, childcare, and community programs.

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 Master of Arts 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	Integrate laws and regulations governing early intervention services in California into their professional practice as Early Intervention Providers.	Attendance & Participation
2	Compare and contrast various evidence-based practices and curriculum approaches for infants/toddlers and their families that are responsive to developmental risk and protective factors including practices for newborns and young infants at risk due to conditions such as low birth weight, prematurity, prenatal substance exposure, etc.	Attendance & Participation; EI Topic Presentation
3	Provide supportive learning environments for infants and toddlers and their families of their first and/or second language acquisition by using research-based instructional approaches.	Attendance & Participation; Early Intervention Family Project Part 3: Family Coaching and final reflection
4	Plan, implement and evaluate family-centered, culturally appropriate early intervention strategies and supports consistent with IFSP outcomes and relevant to family concerns and priorities in collaboration with the family that are appropriate to meet the development and learning needs of individual infants/toddlers with disabilities across all developmental domains, adjusting developmental expectations where appropriate.	Attendance & Participation; Early Intervention Family Project Part 2: Routines based intervention plan AND Part 3: Family Coaching and final reflection
5	Explain their relationship-based and culturally appropriate early intervention approach in support of the unique care and development of infants and toddlers to colleagues and families.	Attendance & Participation; EI Topic Presentation; Early Intervention Family Project Part 2: Routines based intervention plan
6	Link infant and toddler evaluation and assessment results to planning curriculum, writing child and family outcomes for IFSPs, and developing ecologically valid intervention strategies.	Attendance & Participation; Early Intervention Family Project PART 1: Child & Family Assessment AND Part 2: Routines based intervention plan

7	Effectively engage in teaming and collaboration with families, appropriate agency personnel, and community partners to effectively facilitate successful transition of child and family to the next environment.	Attendance & Participation; Early Intervention Family Project Part 3: Family Coaching and final reflection
8	Identify and explain the key differences between mentoring, coaching, and supervision in support of a transdisciplinary team.	Attendance & Participation; EI Topic Presentation

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

EDSP 211 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:

Early Childhood Special Education - Added Authorization

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
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:

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: 1471