

EDSP 232: INITIAL SEMINAR: REFLECTIVE TEACHING PRACTICE, COLLABORATION, & COMMUNICATIVE COMPETENCE

In Workflow

1. TC Chair (jimporter@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
3. ED Dean (dsessoms@skymail.csus.edu)
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6. Council on the Preparation of School Personnel Chair (jgonsier@csus.edu)
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9. Catalog Editor (catalog@csus.edu)
10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Wed, 05 Oct 2022 14:27:25 GMT
Jenna Porter (jimporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:32:12 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sat, 15 Oct 2022 19:11:19 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Mar 25, 2022 by Deidre Sessoms (dsessoms)
2. Jun 15, 2022 by 302822325

Date Submitted: Wed, 05 Oct 2022 04:32:59 GMT

Viewing: EDSP 232 : Initial Seminar: Reflective Teaching Practice, Collaboration, & Communicative Competence

Last approved: Wed, 15 Jun 2022 14:01:50 GMT

Last edit: Sat, 15 Oct 2022 19:11:08 GMT

Changes proposed by: Kathleen Gee (102010998)

Contact(s):

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

Initial Seminar: Reflective Teaching Practice, Collaboration, & Communicative Competence

Class Schedule Title:

Initial Seminar: MMSN

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)

232

Course ID: (For administrative use only.)

203741

Units:

1

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

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The following changes are being made:

1. The name of the seminar is changing to better reflect the content included.
2. The course description now reflects the focus on reflective teaching practice, collaboration, and communicative competence.
3. The student learning outcomes and assessments have been adjusted to match the focus of the seminar.

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

This initial seminar focuses on the critical practice of reflection as the heart of teaching. A highly effective special education teacher practices deliberate, purposeful, and metacognitive thinking to address the education of students with mild to moderate support needs in an inclusive environment. To prepare special education teachers for a changing world, teacher candidates need to understand theories of learning and their roles in teaching, develop curricular vision, communication skills, and respond to the diverse learning needs of students.

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):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

1

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	Develop critical skills in the practice of teaching and learning.	1. Reflection Paper # 1: Mindfulness and contemplative practices 2. Reflection Paper # 2: Lesson Plan 3. Reflection Paper # 3: Being a Special Education Teacher 4. Reflection Paper # 4: Developing a social justice and critical pedagogy stance 5. Integrative Reflection Paper 6. Collaborative Research Presentation
2	Practice conflict management skills and demonstrate communicative competence when dealing with difficult conversations and issues related to social justice and equity in special education.	1. Reflection Paper # 1: Mindfulness and contemplative practices 2. Reflection Paper # 2: Lesson Plan 3. Reflection Paper # 3: Being a Special Education Teacher 4. Reflection Paper # 4: Developing a social justice and critical pedagogy stance 5. Integrative Reflection Paper 6. Collaborative Research Presentation
3	Analyze the concepts and essential characteristics of collaboration in an inclusive environment.	1. Reflection Paper # 1: Mindfulness and contemplative practices 2. Reflection Paper # 2: Lesson Plan 3. Reflection Paper # 3: Being a Special Education Teacher 4. Reflection Paper # 4: Developing a social justice and critical pedagogy stance 5. Integrative Reflection Paper 6. Collaborative Research Presentation.
4	Develop a critical stance on working collaboratively with other professionals from multiple disciplines to meet the educational needs of students with learning differences.	1. Collaborative Research Presentation.

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

EDSP 232 syllabus .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 (Mild to Moderate Support Needs)

Master of Arts in Special Education Teaching (Mild to Moderate Support Needs) with Multiple Subject

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

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: 1483