

# EDSP 235: CURRICULUM AND INSTRUCTIONAL METHODS FOR STUDENTS WITH EXTENSIVE SUPPORT NEEDS

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## In Workflow

1. TC Chair (jporter@csus.edu)
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3. ED Dean (dsessoms@skymail.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. Tue, 04 Oct 2022 20:20:32 GMT  
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:56:47 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sat, 15 Oct 2022 19:15:43 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: Tue, 04 Oct 2022 20:13:02 GMT

**Viewing: EDSP 235 : Curriculum and Instructional Methods for students with Extensive Support Needs**

**Last approved: Wed, 15 Jun 2022 14:01:54 GMT**

**Last edit: Sat, 15 Oct 2022 19:15:38 GMT**

Changes proposed by: Jenna Porter (201422342)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Kathy Gee	kgee@csus.edu	510-206-9340

### Catalog Title:

Curriculum and Instructional Methods for students with Extensive Support Needs

### Class Schedule Title:

Curr/Inst Methods: ESN

### 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)**

235

**Course ID: (For administrative use only.)**

203742

**Units:**

3

**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:**

EDSP 235 is being revised for a new one-year intensive course sequence. Specifically, these are the changes:

1. The fieldwork components to this class have been eliminated and students will not have a fieldwork placement during their participation in this course.
2. The instructor will use case examples of students with extensive support needs (ESN) to illustrate ideas and assess student learning, rather than having teacher candidates bring in their examples from their schools because students will not be in a school field placement.
3. The fieldwork evaluation tool will no longer be utilized as part of the assessment of student learning because students will not have a fieldwork placement.
4. Course description and ELOs updated to align with new content.
5. Pre-req language modified to align with the fact that the course is now included in a Master of Arts in Teaching degree (not just a credential program).
6. Lecture course component chosen as it is more appropriate.

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

This is the first instructional methods course in the masters and specialist credential program for students with extensive support needs (ESN). Teacher candidates will learn to use the concepts of universal design for learning (UDL) and understanding by design (UbD) to create units of instruction in the core curriculum; various methods of progress monitoring; and, how to embed individualized participation plans and systematic instructional plans unique to individual learners with extensive support needs within general education and special education classrooms.

**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 into the MAT in Special Education (Extensive Support Needs)

**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):**

Lecture

**Lecture Classification**

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

**Lecture 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	Plan units of instruction related to core curriculum using the principles of UbD and UDL.	Unit plan and 3 lesson plans with differentiated outcomes for the students with disabilities
2	Explain and analyze case studies demonstrating the concepts of: contextual relevance, age-appropriateness, natural cues and consequences, and the presumption of competence	1. Unit plan and 3 lesson plans with differentiated outcomes for the students with disabilities. 2. Exam
3	Analyze various methods of assessment/progress monitoring of the performance levels of students with ESN related to academic, functional, and basic skills.	Two case study analyses of data, use of systematic procedures, and embedded instruction for students with ESN
4	Analyze and evaluate baseline data of case examples to determine individualized plans for instruction.	Two case study analyses of data, use of systematic procedures, and embedded instruction for students with ESN
5	Develop participation and support plans for students with ESN who are included in general education classrooms/units of instruction using case studies	Two Participation and support plans for students with ESN
6	Design adaptations for case examples of students with ESN to ensure active participation in, and connectedness to, the units of instruction with their typical peers.	Two Participation and support plans for students with ESN
7	Explain the principles of applied behavioral analysis and how these concepts are utilized in a holistic way in conjunction with other cognitive theories in natural contexts to create systematic instruction.	Exam

8	Compare and contrast the differences between the medical/developmental model and the social construct model of disability.	Exam
9	Analyze case studies demonstrating how varied individualized, systematic instructional strategies can be embedded into age-appropriate units of instruction for students with ESN.	Two case study analyses of data, use of systematic procedures, and embedded instruction for students with ESN

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

235 Calendar and Schedule of readings.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 (Extensive Support Needs)

Master of Arts in Special Education Teaching (Extensive 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

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: 1486