

# EDSP 238: CULMINATING SEMINAR FOR EDUCATION SPECIALIST CANDIDATES

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## In Workflow

1. TC Chair (jporter@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
3. ED Dean (dsessoms@skymail.csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (jgonsier@csus.edu)
7. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (catalog@csus.edu)
10. Registrar's Office (wlindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Tue, 27 Sep 2022 20:31:52 GMT  
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:50:11 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sat, 15 Oct 2022 19:17:21 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, 14 Sep 2022 17:45:14 GMT

**Viewing: EDSP 238 : Culminating Seminar for Education Specialist Candidates**

**Last approved: Wed, 15 Jun 2022 14:04:45 GMT**

**Last edit: Mon, 26 Sep 2022 19:44:13 GMT**

Changes proposed by: Cindy Collado (219699221)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Cindy Collado	cindy.collado@csus.edu	847-903-7898

**Catalog Title:**

Culminating Seminar for Education Specialist Candidates

**Class Schedule Title:**

Culm Seminar EDSP Candidates

**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)**

238

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

203743

**Units:**

3

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

**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?**

No, final exam does not require a room

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

In response to low enrollment, the faculty decided to revise the course sequences and content to offer a one-year program that will be more appealing to area future teachers while maintaining the rigor of our program. Thus this final semester seminar was combined with a previous seminar to support students in completing their final high-stakes performance assessment (the Special Education Teaching Performance Assessment - TPA) with reflecting on their final student/intern teaching experience, and completing tasks in preparation for becoming an education specialist. Specific changes include:

1. Adding one unit to the course so that we can include all of the necessary SLOs that are appropriate in the final semester of the program (that were accomplished in the previous seminar that was dropped); two additional SLOs were added for this reason.
2. Changing the course description to match the old and new course content.
3. Changing the pre-req courses to include appropriate courses based on new timeline/program design .
4. Adding assessments/assignments to match/assess the additional SLOs.
5. Changed the Course Component Classification to include a 1 unit seminar component in order to support the candidates during their final semester culminating fieldwork experience.
6. For the question, "Can this course be repeated for credit?" Changed the response to "No" because the candidates will not be able to repeat the course for credit (it was mistakenly checked before).
7. Removed the Teacher Performance Expectation (TPE) standards from the ELOs because the TPEs are only required to be reported to the California Commission on Teacher Credentialing (CTC) and thus do not need to be included in the University level curriculum workflow.
8. Added two assessments to address the new seminar-based content that was added to the course.
9. For "Programs in which the course is required" section, added two special education programs that were originally left off when we proposed the course a year ago. This is because CTC has changed the TPA requirements such that it is now appropriate for these two additional programs to include this course.

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

Provides structured opportunities for Education Specialist teaching candidates who are in their culminating student/intern teaching experience to discuss, analyze, and reflect on their students' learning to support completion of Special Education Teaching Performance Assessment (TPA). Candidates will interpret, analyze, and complete prompts for all TPA tasks in preparation for the submission of their TPA teaching event. Additionally, candidates will implement their final fieldwork tasks to demonstrate critical skills of an education specialist.

**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:**

EDSP 200 or final semester in the MMSN or ESN credential program

**Prerequisites Enforced at Registration?**

No

**Does this course have corequisites?**

Yes

**Corequisite:**

EDSP 477 or EDSP 478 or EDSP 415 or EDSP 422 or EDSP 472 or EDSP 473 or approval of program coordinator.

**Corequisites Enforced at Registration?**

No

**Graded:**

Credit / No Credit

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Activity

Discussion

**Activity Classification**

CS#15 - Technical Activity/Laboratory (K-factor=1.5 WTU per unit)

**Activity Units**

2

**Discussion Classification**

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

**Discussion 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	Gather, evaluate, and apply contextual qualitative and quantitative data, including data about students' linguistic backgrounds and learning, as a means for understanding and enhancing each learner's academic, social, and physical context	edTPA preparation: complete all components of the teaching event to prepare for official submission
2	Use assessment data collected during the cycle of teaching to improve their teaching and their students' learning	edTPA preparation: complete all components of the teaching event to prepare for official submission
3	Apply systematic instructional strategies and supports designed to make grade-appropriate or advanced curriculum content comprehensible to students with disabilities and English Learners	edTPA preparation: complete all components of the teaching event to prepare for official submission
4	Plan, execute, and explain the rationale for instruction that is universally-designed to support and challenge all students in age-appropriate activities that promote critical thinking and opportunities to respond and reflect	edTPA preparation: complete all components of the teaching event to prepare for official submission
5	Collaborate with colleagues to create an equitable and positive learning environment that promotes students' learning, encourages positive interactions and relationships among students, reflects diversity and multiple perspectives, and is culturally responsive	edTPA preparation: complete all components of the teaching event to prepare for official submission; paraprofessional coaching
6	Reflect on one's own professional development and use that reflection to plan for continued learning in the field based in the Teaching Performance Expectations TPE = Teaching Performance Expectation; the TPEs are the SLOs required by the state of California for teaching credential candidates ECSE = Early Childhood Special Education (those TPEs specific to the ECSE credential) ESN = Extensive Support Needs (those TPEs specific to the ESN credential) = Universal (those TPEs that are universal across all teaching credential programs)	Individual Development Plan – IDP Professional Teaching Portfolio/Complete EdJoin account Final presentation – reflecting on your program experience
7	Create and implement a schedule of instruction for all students that shows embedded instruction of IEP goals and demonstrates participation in the core curriculum for either early childhood or K-12 experiences.	Embedded instruction plan.

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

EDSP 238 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)  
 Master of Arts in Special Education Teaching (Extensive Support Needs)  
 Master of Arts in Special Education Teaching (Mild to Moderate Support Needs)  
 Master of Arts in Special Education Teaching (Extensive Support Needs) with Multiple Subject  
 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  
 Information literacy  
 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:**

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: 14552