EDSP 474: ECSE EARLY FIELDWORK EXPERIENCE I

In Workflow

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Approval Path

1. Tue, 04 Oct 2022 20:41:46 GMT
   Jenna Porter (jmporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:57:11 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sat, 15 Oct 2022 19:19:58 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Aug 24, 2021 by Cindy Collado (cindy.collado)
2. Sep 28, 2022 by Deidre Sessoms (dsessoms)

Date Submitted: Tue, 04 Oct 2022 20:36:02 GMT

Viewing: EDSP 474 : ECSE Early Fieldwork Experience I

Last approved: Wed, 28 Sep 2022 14:01:19 GMT

Last edit: Sat, 15 Oct 2022 19:19:47 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

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Catalog Title:
ECSE Early Fieldwork Experience I

Class Schedule Title:
ECSE Early Field Exp I

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)
474

Course ID: (For administrative use only.)
203760

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:
The Master of Arts in Special Education Teaching (Early Childhood Special Education) program is planning to offer a 1-year intensive option for candidates. Thus this course will need to be offered in both fall and spring semesters, depending on if a student pursues a 1-year or 2-year option. The course content does not change. The following minor changes were made:

1. The Class Schedule Title was revised to more accurately represent the course name.

2. The term offered was changed to include Fall in addition to Spring semesters.

3. The course description was revised to change one punctuation error.

4. Added to Prerequisite the students can be admitted also to the Early Childhood Special Education - Added Authorization program as this course is also included in this program.

5. Added the Early Childhood Special Education - Added Authorization program to the list of Programs that use this course, as this course is also included in this program.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Candidates in the early childhood special education (ECSE) program complete early fieldwork activities at a site or program serving families and children with disabilities birth to kindergarten. Fieldwork is completed concurrently with integrated coursework. In this first early field experience, candidates focus primarily on observing evidence-based environments, instruction, and interventions as well as practicing skills including collaborating with a young child's family and team, engaging in data-based decision making, and creating and implementing intervention plans.

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:

Admission to the MA in Special Education Teaching (Early Childhood Special Education) or the Early Childhood Special Education - Added Authorization.

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

No

Graded:

Credit / No Credit

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Practicum

Practicum Classification

S3/CS#25 - Practice Teaching/Workstudy/Thesis Project/Independent Study (S-factor=.5 WTU per student enrolled)

Practicum Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

Yes

How many times can the course be taken (including first time passed)?

3

Total credits allowed (including first time passed)

9

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	Collaboratively assess and communicate the unique care needs of young children with disabilities, including the impact of their disability on learning, communication, development, and relationships. (ECSE 1.5, 1.8, 4.1, 4.6)	-Early Childhood Special Education Fieldwork Evaluation Rubric -Reflection Journal -University supervisor Observations -Fieldwork log. -Triad Team Meetings.
2	Identify the strengths and challenges of students across developmental and curricular domains using a variety of authentic and systematic data collection tools that are modified and adapted to gain a clear and accurate understanding of young children's unique profile. (ECSE 1.3, 4.5, 5.2, 5.3, 5.5)	-Early Childhood Special Education Fieldwork Evaluation Rubric -Reflection Journal -University supervisor Observations -Fieldwork log. -Triad Team Meetings.

3	Collaboratively design inclusive and supportive play-based and child-directed learning environments that guide the positive development and learning of young children with disabilities as well as facilitate friendships and relationships. (ECSE 2.4, 2.6)	-Early Childhood Special Education Fieldwork Evaluation Rubric -Reflection Journal -University supervisor Observations -Fieldwork log. -Triad Team Meetings.
4	Collaboratively plan, implement, adapt, monitor, and describe effective instruction, supports, and interventions within natural routines, activities, and environments for young children with disabilities that increase access to learning, opportunities to engage with peers/family members, communication skills, and development. (ECSE 1.7, 3.3, 3.9, 4.3, 4.4, 4.7) TPE = Teaching Performance Expectation; the TPEs are the SLOs required by the state of California for teaching credential candidates ECSE = Early Childhood Special Education Credential Program	-Early Childhood Special Education Fieldwork Evaluation Rubric -Reflection Journal -University supervisor Observations -Fieldwork log. -Triad Team Meetings.

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

EDSP 474 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)
Early Childhood Special Education - Added Authorization

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
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:

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: 1509