

EDSP 471: MILD TO MODERATE SUPPORT NEEDS FIELD EXPERIENCE

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)
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10. Registrar's Office (k.mcfarland@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Tue, 12 Sep 2023 14:13:33 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 21 Sep 2023 22:16:21 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 21 Sep 2023 22:42:20 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Aug 24, 2021 by Stephanie Biagetti (sbiagetti)
2. Sep 28, 2022 by Deidre Sessoms (dsessoms)

Date Submitted: Mon, 11 Sep 2023 23:45:43 GMT

Viewing: EDSP 471 : Mild to Moderate Support Needs Field Experience

Last approved: Wed, 28 Sep 2022 14:01:12 GMT

Last edit: Thu, 21 Sep 2023 21:23:41 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:

Mild to Moderate Support Needs Field Experience

Class Schedule Title:

MMSN Field Experience

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 2024 (2024/2025 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)

471

Course ID: (For administrative use only.)

203757

Units:

4

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:

1. We needed to update the course description to more accurately reflect the sequence of field experiences, because this course is only taken in one pathway, the residency pathway. We have two separate pathways - the residency pathway which is accomplished in 2 semesters, and the 4-semester Intern pathway.

2. The Special Education Programs in Teaching Credentials are no longer offering the MAT in Special Education (Mild/Moderate Support Needs) WITH Multiple Subject Credential. We are deactivating that concentration. Therefore, we removed that concentration from the list of programs that require this course.

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

The field work teacher candidate spends 3-4 full days per week in a school program for students with Mild to Moderate support needs under the direction of a mentor teacher.

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 MAT with Education Specialist Mild to Moderate Support Needs Credential Program.

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):

Field Studies

Field Studies Classification

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

Field Studies Units

4

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)

12

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	Analyze classroom contexts and apply instructional practices that positively impact learning for all students in placement classroom (in a residency setting).	-Field Experience Journal -Midterm and Final Evaluation
2	Apply the plan-enact-reflect cycle to classroom management, unit planning, and lesson planning (in a residency setting).	-Candidate reflection on teaching cycle -Supervisor Observations -Midterm and Final Evaluation
3	Apply special education high leverage practices knowledge and skills to the instruction of individual learners in the placed class (in a residency setting).	-Candidate reflection on teaching cycle -Field Experience Journal -Midterm and Final Evaluation
4	Collaborate and Communicate professionally in multiple contexts, including professional learning (in a residency setting).	-Candidate reflection on teaching cycle -Field Experience Journal -Supervisor Observations -Midterm and Final Evaluation

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

EDSP 471 readings and 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 (Mild to Moderate Support Needs)

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:

- Disciplinary knowledge
- Communication
- Critical thinking/analysis
- Information literacy
- Professionalism
- Intercultural/Global perspectives

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: 1506