

EDUC 100A: EDUCATING STUDENTS WITH DISABILITIES IN INCLUSIVE SETTINGS

In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
2. UGSE Chair (hembrees@csus.edu)
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12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Tue, 05 Oct 2021 15:06:47 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Tue, 05 Oct 2021 23:00:03 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
3. Thu, 14 Oct 2021 21:54:47 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
4. Fri, 22 Oct 2021 22:20:09 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Tue, 05 Oct 2021 15:01:03 GMT

Viewing: EDUC 100A : Educating Students with Disabilities in Inclusive Settings

Last edit: Fri, 22 Oct 2021 22:20:05 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Cindy Collado	cindy.collado@csus.edu	916-278-4616

Catalog Title:

Educating Students with Disabilities in Inclusive Settings

Class Schedule Title:

Educ Students w/Disabilities

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 2022 (2022/2023 Catalog)

Subject Area: (prefix)

EDUC - Education

Catalog Number: (course number)

100A

Course ID: (For administrative use only.)

118741

Units:

2

Is the primary purpose of this change to update the term typically offered or the enforcement of 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

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

We propose moving this required pre-credential course (pre-requisite) from the Undergraduate Studies in Education branch to the Teaching Credentials branch. The course is a pre-requisite to the five MAT with Teaching Credentials programs, and Teaching Credentials faculty typically teach the course, so we believe it will be more appropriately housed in Teaching Credentials. The Chair of Undergraduate Studies in Education collaborated on this proposal and is in full support of the class moving (see attached email of support).

In addition to the change above, the California Commission on Teacher Credentialing, the governing and accrediting body for all school personnel programs in California, has substantially changed the program standards that all Education Specialist (special ed) credential programs must meet, and now also requires new Teaching Performance Expectations. This course is used to meet some of those standards and TPEs, and so it was updated to incorporate the new TPEs and standards into SLOs, activities, assignments, assessments, and readings.

This course is required in the following degree/majors and so consultation emails were sent and some were responded to (all are attached):

1. BA in Child Development, Child and Adolescent Studies - consultation email from chair, Dr. Sheri Hembree
2. BA in Liberal Studies - consultation email from Dr. Kristin Van Gaasbeck, Director of Liberal Studies
4. BA in Ethnic Studies (Teachers in Bilingual Education and Teachers in Urban Settings) - consultation emails sent to Dr. Annette Reed, Chair of Ethnic Studies
5. Peace Corps Prep Certification - consultation email from program coordinator, Dr. Ajay Singh
6. MA in Education, School Psychology Concentration - consultation email from the program chair, Dr. Steve Brock
7. BA in Art Education (Single Subject Pre-Credential Preparation) - consultation email from the department chair Dr. Carolyn Gibbs

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

This course provides an overview of current knowledge about individuals with disabilities within the context of inclusive educational and community-based settings, with substantial focus on the role of the educator in the education of students who have disabilities in diverse communities. Content includes historical factors, legislation, causes and characteristics, educational needs, educational strategies, including educational technologies, assessment, collaboration, and support services for individuals with disabilities ranging across mild, moderate, severe, and profound disability levels.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service 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?

Yes

Corequisite:

EDUC 100B

Corequisites Enforced at Registration?

Yes

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

2

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: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**STUDENT LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. Plan how to support and advocate for students with disabilities by using the historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, specialized health care, treatment, and education in the lives of individuals with disabilities, including the due process rights of students with disabilities and their families. (TPEs: ECSE 6.1, 6.2, 6.3, 6.6; U 4.5, 6.6; MMSN 1.1, 5.3, 6.3).
2. Create a strengths-based approach to describing students with disabilities that honors their abilities as well as areas for growth in social and academic domains (TPEs: ECSE 2.2, 2.3; U1.1, 1.2).
3. Apply comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), to identifying strategies to support the academic and personal growth of students with disabilities (TPEs: ECSE 1.1., 4.1; U 3.4, 3.5, 4.2; MMSN 1.2, 2.2, 2.3, 3.2, 3.3, 6.6; ESN 2.1,2.7, 3.4, 3.5).
4. Analyze patterns, differences, and similarities between typical and atypical development and evaluate the learning characteristics of each group of students (TPEs: ECSE 1.1, 4.1; U 3.4, 3.5; MMSN 1.2, 2.2, 2.3, 3.2, 3.3; ESN 2.7, 3.4, 3.5).
5. Describe how family and culture affect the education and development of a child with special needs from disabilities and/or giftedness (TPEs: ECSE 1.2, 1.5, 5.4; MMSN 2.4, 2.11; ESN 2.14).
6. Demonstrate the ability to access relevant resource materials from multiple sources, including from online (TPEs: ECSE 4.4; U 2.4, 6.3, 6.6).
7. Compare and contrast the roles of various professionals in supporting inclusion for all students (TPEs: ECSE 1.11, 3.8, 6.6; U 6.3; MMSN 2.4).
8. Design effective techniques/strategies utilized in supporting and teaching exceptional students in diverse placements and multiple learning environments with UDL principles and MTSS (TPEs: ECSE 2.4,2.5, 2.6, 3.5.; U 1.4, 2.1, 2.3, 4.7, 6.5; MMSN 2.8, 2.9, 4.1).

TPE = Teacher Performance Expectations

ECSE = Early Childhood Special Education
MMSN = Mild to Moderate Support Needs
ESN = Extensive Support Needs

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

EDUC 100A Readings and Activities.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

- 1) Ten Online Modules (SLOs: 1-8) .
- 2) Inclusive Education Action Plan (SLOs: 1, 2, 5, 7, 8) .

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:
BA in Child and Adolescent Development (Educational Contexts)
MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential
MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential (Multiple Subject)
MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential
MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential (Multiple Subject)
MA in Teaching with Multiple Subject Teaching Credential
MA in Teaching with Single Subject Teaching Credential
MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential
BA in Ethnic Studies (Teachers in Bilingual Education)
BA in Ethnic Studies (Teachers in Urban Settings)
BA in Art Education (Single Subject Pre-Credential Preparation)

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?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)
Undergraduate Studies in Education

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

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
Intellectual and practical skills

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?**

Yes

Program Standards: Please include suggested language changes:

These changes are being made because the program standards from the Commission on Teacher Credentialing have substantially changed. Therefore, our response to the standards must also change (to match the new standards from CTC). Our responses are now fully electronic as required by the Commission on Teacher Credentialing and so "suggested language changes" does not apply (this was confirmed by COE Associate Deans Pia Wong and Karen O'Hara).

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

GE Course and GE Goal(s)**Is this a General Education (GE) course or is it being considered for GE?**

No

Please attach any additional files not requested above:

CHAD Letter of Consultation.docx
 school psych consult 100A:B.docx
 EDUC 100A:B ETHN consultation.docx
 LIBS and SOC SCI consultation 170 and 100A:B.docx
 Peace Corps Prep Consultation.docx
 BA Art Ed Consultation.docx

Key: 1623