

# EDSP 292: TEACHING ENGLISH LEARNERS WITH DISABILITIES

## In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
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## Approval Path

1. Thu, 02 Sep 2021 22:41:41 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 16 Sep 2021 18:45:34 GMT  
Karen O'Hara (kdohara): Approved for ED College Committee Chair
3. Fri, 17 Sep 2021 01:20:19 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Thu, 02 Sep 2021 21:09:16 GMT

## Viewing: EDSP 292 : Teaching English Learners with Disabilities

Last edit: Fri, 17 Sep 2021 01:19:52 GMT

Changes proposed by: Deidre Sessoms (101023477)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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### Catalog Title:

Teaching English Learners with Disabilities

### Class Schedule Title:

Tchng EL with 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)

EDSP - Education Specialist Credentials

### Catalog Number: (course number)

292

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

119806

### Units:

3

**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:**

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. Substantial course changes are therefore required in order to meet these new standards and new Teaching Performance Expectations (TPEs). The new programs must go into effect beginning Fall 2022 (no student can be admitted into an old program after spring 2022).

This course proposal updates the learning outcomes to align with new standards, as are course activities and assessments. While none of the changes being proposed normally would require a Form A, because the course is being required across two programs it was important to get the new SLOs determined and in writing.

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

Candidates will learn basic principles, strategies and procedures for teaching English Learners with disabilities. Compliance and legal issues related to English Learners identified with disabilities, including writing linguistically appropriate goals and objectives, and implementing culturally responsive strategies will be addressed. Systematic and explicit strategies for accommodating and modifying curricular materials for English Learners with disabilities in inclusive classrooms will be emphasized.

**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?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

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

Discussion

**Discussion Classification**

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

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

Students will be able to:

1. Analyze how social-political climate and state/federal laws play a role in school policies related to EL students, and EL student learning and achievement. (TPEs MMSN 5.3; MMSN5.4, MMSN6.3; MMSN6.4)
2. Design lesson plans with strategies/approaches that make content area knowledge accessible to EL students with and without disabilities, explicitly promoting academic language development by integrating the California English Language Development standards. (TPEs U3.1, U4.4, MMSN 4.2; MMSN2.9; MMSN3.1, ESN 3.3)
3. Apply informal assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state adopted academic content standards. (TPEs U5.5, U5.6, MM5.2, MM5.6, ESN5.5)
4. Apply data-based decision making to develop linguistically appropriate IEP goals and objectives based on the learner's level of linguistic and academic competence and his/her specific disability. (TPEs U1.6, MMSN1.2; MMNS1.3, MMSN1.4; MMSN5.2, MMSN4.6; U3.8, ESN3.3)
5. Analyze theories, perspectives, and complexities related to programming models for ELs and recognize the multifaceted social, psychological, and cultural dimensions contributing to language acquisition and language attitudes. (TPEs U1.4, MMSN 4.2; MMSN5.5, ESN 5.6)
6. Develop linguistically appropriate IEP goals and objectives that involve families (TPEs U1.2, MMSN4.6, MMSN1.5, MMSN2.4)
7. Compare and contrast different types of augmentative and alternative communication that can support EL with and without disabilities (TPEs U4.8, MMSN4.1, MMSN1.2)

TPE = Teaching Performance Expectation; the TPEs are the SLOs required by the state of California for teaching credential candidates  
 MM = Mild to Moderate Support Needs (those TPEs that are specific to the MMSN credential)

U = Universal (those TPEs that are universal across all teaching credential programs)

ESN = Extensive Support Needs (those TPEs that are specific to the ESN credential)

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

Readings and Activities EDSP 292.doc

**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. Participation Activities (SLO 1, 5)
2. EL Lesson Plan (SLO 2, 3, 4, 5, 6)
3. Linguistically Appropriate IEP Goals and Objectives (SLO 3, 4, 5, 6)
4. Appropriate Technology Uses research paper (SLO 4, 7)
5. Current Issues research paper (SLOs 2, 3, 4, 5, 6, 7)

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

No

**Identify the program(s) in which this course is required:****Programs:**

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 Education Specialist Mild to Moderate Support Needs Teaching Credential

MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential (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

**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

**Is this a Graduate Writing Intensive (GWI) course?**

No

Key: 1495