

EDSP 119: LEGAL AND SOCIAL FOUNDATIONS OF INCLUSIVE EDUCATION

In Workflow

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Approval Path

1. Mon, 13 Sep 2021 18:15:20 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 30 Sep 2021 21:24:35 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 19:05:51 GMT
Karen O'Hara (kdohara): Approved for ED Dean
4. Fri, 22 Oct 2021 22:23:17 GMT
Janett Torset (torsetj): Rollback to ED Dean for Academic Services
5. Fri, 22 Oct 2021 22:28:17 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Sat, 04 Sep 2021 21:18:00 GMT

Viewing: EDSP 119 : Legal and Social Foundations of Inclusive Education

Last edit: Fri, 22 Oct 2021 22:28:12 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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

Legal and Social Foundations of Inclusive Education

Class Schedule Title:

Legal Foundations Inclusive Ed

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)

119

Course ID: (For administrative use only.)

118831

Units:

3

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

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).

Learning outcomes are aligned to new standards, as are course activities and assessments.

Legal requirements have been updated to match what has changed in federal/state law and policies since the last time this course was updated with a Form A.

Faculty have determined that EDUC 100A/B should be a pre-requisite for this course due to changes in course content. Letter of consultation attached from chair of Undergraduate Studies in Education, since the course is an elective for their program.

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

This course provides analysis of historical, philosophical, legal, and ethical foundations of special education and emerging issues in the disability rights/social justice movement to provide free and appropriate education (FAPE) for children and youth with diverse linguistic, cultural, socio-economic, physical, mental, social, emotional characteristics in the least restrictive environment (LRE). Legislation (e.g., IDEA 2004, ESSA, Section 504, ADA) and current legal requirements and best practices in identification, eligibility, assessment, IFSP/IEP/ITP development and implementation, and inclusive educational service delivery are examined.

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?

Yes

Prerequisite:

EDUC 100A/B or consent of instructor.

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar 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."

STUDENT LEARNING OUTCOMES

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

1. Describe the historical, philosophical, legal and ethical foundations of special education and identify emerging issues in the disability rights, anti-racist, social justice movement to provide free and appropriate education (FAPE) and special education and related services for students with diverse linguistic, cultural, socio-economic, physical, mental, social and emotional characteristics in inclusive schools. (TPEs: U6.6, MM6.3, EX6.4, ECSE6.1)
2. Explain the philosophical frameworks, essential characteristics, definitions, and models of the Least Restrictive Environment (LRE) and inclusive education, and strategies to facilitate and provide leadership for developing least restrictive learning environments and inclusive service delivery. (TPEs: U2.3, MM3.1, EX2.4, EX2.5, EX2.11, EX3.3, EX4.7, ECSE2.6)
3. Describe the basic principles and professional standards underlying federal and state laws/regulations (e.g., IDEA 2004, ESSA, Section 504, etc.) and be able to locate important information and resources related to legal requirements for providing access, education, and services to students with disabilities within California public schools. (TPEs: U2.4, MM6.4, EX2.4, EX2.10, EX6.5, ECSE4.11, ECSE6.6)
4. Explain federal and state laws, regulations and procedures, and associated legal terminology regarding the administration of special education services/programs, including: free appropriate public education; child find; nondiscriminatory assessment/evaluation; eligibility determination; individual education program plan and meeting; provision of specialized instruction, instructional assistive technology and communication technology; supplemental services; placement decision-making; parent participation; discipline regulations/policies; least restrictive environment, procedural safeguards, and due process. (TPEs: U3.6, U6.6, MM1.1, MM5.1, MM5.3, MM5.6, MM6.4, EX1.2, EX1.6, EX5.2, EX5.4, EX5.7, EX6.5, ECSE4.4, ECSE4.11, ECSE6.3, ECSE6.6)
5. Evaluate the impact that laws, policies, and practices may have in maintaining and/or dismantling inequities in access to education, including continued segregation for certain populations, including students of color, students from low-income backgrounds, and students with disabilities. (TPEs: U6.7, MM5.4, EX5.5, ECSE 5,4)
6. Analyze how attitudes, expectations and belief systems impact services for students with disabilities and be able to communicate a strengths-based and accepting attitude toward students from diverse cultures and who have diverse abilities. (TPEs: U2.3, U6.2, ECSE5.3)
7. Analyze issues related to the identification, labeling, prereferral and referral processes, assessment, IFSP/IEP/ITP development, and the provision of services to students with a wide range of disabilities (mild to extensive support needs) in LRE/inclusive settings. (TPEs: MM1.1, MM5.4, MM5.6, EX2.11, EX5.5, EX5.7)
8. Describe general education procedures (e.g., MTSS–RTI & PBIS), UDL, SST, suspension and expulsion, retention and promotion, etc.) and appropriate special education procedures for individualized program development (e.g., referral and assessment, IFSP/IEP/ITP development (including goals and benchmarks), progress monitoring, accommodations and modifications, confidentiality, parent requests, change of placement, timelines, annual reviews, triennial evaluations, complaints, etc.). (TPEs: U1.4, MM1.1, MM1.4, MM1.5, MM5.1, MM5.4, EX1.1, EX1.5, EX1.6, EX1.9, EX1.10, EX2.5, EX3.3, EX5.2, EX5.5, ECSE4.8, ECSE4.11, ECSE6.3, ECSE6.4, ECSE6.8)

9. Summarize and interpret the influence and implications of landmark decisions by the United States Supreme Court, federal appellate courts and other case law on the legislation and administration of special education services and supports. (TPEs: MM 6.3, MM6.4, EX5.4, EX6.4, EX6.5, ECSE6.6)

10. Describe and analyze the strengths and areas of concern of current systems of service for students with disabilities and discuss implications related to future policy and practice for systemic change. (TPEs: U2.3, U6.7, MM6.3, MM6.4, EX5.4, EX6.4, EX6.5, ECSE6.6)

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)

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

MM = Mild to Moderate Support Needs (those TPEs specific to the MMSN credential)

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

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

EDSP 119 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.

ASSESSMENTS ALIGNED TO SLOs

Assessment Strategies:

a) Reading Reflections/Responses & Discussion via Canvas (SLOs 1-10) .

- Canvas Disability Rights Perspective Book Club—In Class & Via Canvas (SLOs 1, 5, 6, 10)

- Team Legal Issue Paper & Presentation (SLOs 3, 4, 6, 5, 9)

- Special Education/IEP Process & Timelines Project: Addressing the Needs of Students (from PreReferral to Special Education Services) (SLOs 4, 7, 8)

- Take Home Exam (SLOs 2, 3, 4, 5, 7, 8, 9, 10)

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:

MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential

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?

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

Graduate (Masters) Learning Goals:

Critical thinking/analysis

Information literacy
 Disciplinary knowledge
 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?

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:

EDSP 119 Consultation.docx

Reviewer Comments:

Janett Torset (torsetj) (Fri, 22 Oct 2021 22:23:17 GMT): Rollback: Rolled back at request of Dean

Key: 1463