

EDSP 212: INCLUSIVE CURRICULUM, INTERVENTION STRATEGIES, AND ENVIRONMENTS IN ECSE II: PRESCHOOL & KINDERGARTEN

In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
2. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
3. ED Dean (kdohara@csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
7. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (torsetj@csus.edu)
10. Registrar's Office (wlindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 17 Sep 2021 15:21:18 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 30 Sep 2021 21:41:35 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 19:10:46 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Thu, 16 Sep 2021 02:22:52 GMT

Viewing: EDSP 212 : Inclusive Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool & Kindergarten

Last edit: Fri, 17 Sep 2021 15:21:09 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:

Inclusive Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool & Kindergarten

Class Schedule Title:

Curr/Intervention: PreK/Kinder

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)

212

Course ID: (For administrative use only.)

119151

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 term only

Does this course require a room for its final exam?

No, final exam does not require 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 were added that are aligned to new standards/TPEs, as are course activities and assessments. Course description changed to align with other changes.

Course title was changed to incorporate new requirements of the credential (including kindergarten), and to emphasize "inclusion."

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

Candidates develop the skills and mindsets necessary to design and implement developmentally appropriate play-based environments and instruction for young children with disabilities in school-based learning environments including inclusive preschools and kindergarten programs. Using a tiered approach, candidates plan and implement universally designed lessons and create embedded instruction plans that require intentionally planning supports, assessments, and evidence-based interventions within daily routines and activities to ensure all students learn and belong.

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:

Admittance to the Education Specialist Credential Program: Early Childhood Special Education

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):

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. Identify and apply characteristics of inclusive developmentally-appropriate learning environments, relationships, and instruction that support all learners in early childhood classrooms for students with and without disabilities. # (ECSE TPE: 1.1, 2.3, 2.6, 3.7, 6.6, 6.7)
2. Construct and implement developmentally appropriate and culturally responsive lesson plans that incorporate the principles of Universal Design for Learning that actively involve children in learning through play and support their individual communication, language, interests, and learning styles. # (ECSE TPE: 1.3, 1.4, 1.7, 1.9, 1.10, 3.1, 3.2, 3.3, 3.4, 3.6)
3. Create a tiered approach to providing increasingly more intense supports, interventions, adaptations, and assessments for young children with disabilities in inclusive developmentally appropriate school-based settings. # (ECSE TPE: 2.5, 3.5, 3.9, 4.4, 4.9)
4. Embed instruction and supports to students with disabilities and dual language learners using a classroom matrix to identify how and when accommodations and Individualized Education Plan (IEP) goals are addressed during the natural routines and activities of the school day. (ECSE TPE: 2.1, 4.6, 4.7, 4.10, 4.11, 4.12)
5. Compare and contrast evidence-based interventions to address the specific learning needs of young children with disabilities and/or dual language learners. (ECSE TPE: 3.8, 4.1, 4.3, 5.6)

TPE = Teaching Performance Expectation; the TPEs are the SLOs required by the state of California for teaching credential candidates
 ECSE = Early Childhood Special Education Credential Program

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

EDSP 212 Readings & 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

Attendance/Participation in online required modules linked to each course section (online course) (SLO 1-5).

Inclusive Classroom Observation Report (SLO 1) .

Inclusive Classroom Plan (SLO 2 & 3).

Embedded Instruction Case Study (SLO 3 & 4).

ECSE Evidence-based Intervention Presentation (SLO 5).

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 Early Childhood Special Education Teaching Credential

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

Information literacy

Disciplinary knowledge

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: 1472