EDSP 293: STRATEGIES FOR INCLUSIVE CLASSROOMS

In Workflow

1. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
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10. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Thu, 13 Oct 2022 22:57:01 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
2. Sat, 15 Oct 2022 19:04:46 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Aug 24, 2021 by Cindy Collado (cindy.collado)
2. Jun 15, 2022 by 302822325

Date Submitted: Tue, 04 Oct 2022 20:17:47 GMT

Viewing: EDSP 293 : Strategies for Inclusive Classrooms

Last approved: Wed, 15 Jun 2022 14:03:54 GMT

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Changes proposed by: Jenna Porter (201422342)

Contact(s):

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Catalog Title:
Strategies for Inclusive Classrooms

Class Schedule Title:
Strat Inclusive Class: EDSP

Academic Group: (College)
ED - Education

Academic Organization: (Department)
Education, Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Fall 2023 (2023/2024 Catalog)

Subject Area: (prefix)
EDSP - Education Specialist Credentials

Catalog Number: (course number)
293

Course ID: (For administrative use only.)
203113

Units:
3

Is the only purpose of this change to update the term typically offered or the enforcement of existing 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?
No, final exam does not require a room

This course complies with the credit hour policy:
Yes

Justification for course proposal:
When this course was originally created for the teaching credential programs it focused on teaching inclusive practices for all candidates and included some introductory concepts as the department worked on developing the skills of the faculty to teach introductory inclusive concepts to integrate into prior courses. Now that it has been taught for four years, and faculty have been supported on integrating introductory concepts into courses, this course has been revised to provide candidates with more advanced opportunities to practice skills that are more applied.

The following changes were made:
1) Revised course description to reflect the decision to make this course more higher level and practice-based to increase candidates' application of skills in inclusive classrooms.
2) Revised ELOs to use Bloom's Taxonomy verbs and to reflect more advanced higher level practice-based skills.
3) Revised the assessments to reflect the higher level ELOs.
4) Added two programs that require the course as they should have been included previously.
5) Revised the course title to remove "Education Specialist" since this course is taken by candidates who are not in the "Education Specialist" program.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Knowledge and skills of teaching students with learning differences in inclusive classrooms require effective use of specific integrated pedagogical moves from an asset-based approach. In addition, professional judgment and contexts matter when modifying these pedagogical moves to successfully address the needs of all students, including those with extensive support needs. This course prepares all teacher candidates in teaching students with most complex learning and behavioral challenges four high-leverage practices in inclusive education – collaboration, assessment, social/emotional/behavior, and instruction.

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 into a teacher preparation program.

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#02 - Lecture/Discussion (K-factor=1WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

Yes

Do they meet together and fulfill the same requirement?

Yes

Please identify the crosslisted course:

EDSS 282/EDSP 293/EDMS 213

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 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	Collaborate with other professionals in support of students' academic, social, and emotional learning outcomes, especially students with more support needs.	UDL Project; Participation and Support Plan for a Student with Extensive Support Needs; Positive Solutions Team Meeting.
2	Implement assessment strategies based on Universal Design for Learning (UDL) principles and analyze multiple sources of information to develop a comprehensive understanding of students' strengths and needs.	UDL project; Participation and Support Plan for a Student with Extensive Support Needs.
3	Plan and implement caring, culturally sustaining, and inclusive classroom learning environments based on the principles of UDL and Multi-Tiered Systems of Support to promote productive student learning outcomes.	Participation and Support Plan for a Student with Extensive Support Needs; Positive Solutions Team Meeting.
4	Co-plan and co-teach an inclusive lesson segment that engages all students, including students with extensive support needs, in learning and interactions using UDL strategies, adaptations, and evidence-based intervention strategies.	UDL project; Participation and Support Plan for a Student with Extensive Support Needs.

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

EDSP 293 Readings & 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?
No

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

Programs:
Master of Arts in Special Education Teaching (Early Childhood Special Education)
Master of Arts in Special Education Teaching (Mild to Moderate Support Needs)
Master of Arts in Special Education Teaching (Extensive Support Needs)
Master of Arts in Special Education Teaching (Extensive Support Needs) with Multiple Subject
Master of Arts in Special Education Teaching (Mild to Moderate Support Needs) with Multiple Subject
Master of Arts in Teaching (Multiple Subject)
Master of Arts in Teaching (Single 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
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?
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:
NA

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: 13711