COMMITTEE ON ACADEMIC PLANNING AND REVIEW

Thursday, January 17, 2013
12-13 CAPR 8

TO: The Academic Senate

FROM: The Committee on Academic Planning and Review

SUBJECT: 12-13 CAPR 8: Request for approval of the new self-support certificate in Early Childhood Special Education

PURPOSE: Action by the Senate

ACTION REQUESTED: That the Academic Senate approve the new self-support certificate in Early Childhood Special Education; effective Fall 2014

BACKGROUND:

At its meeting on December 6, 2012, CAPR received a request to approve the new certificate in Early Childhood Special Education from the Department of Educational Psychology. Associate Dean Zarrillo and Dr. Linda Smetana presented the certificate to CAP and discussed its origin; the certificate was created to adhere to requirements by the California Commission on Teacher Credentialing (CTC) in relation to infants, toddlers and preschoolers' entitlement to received accommodations. In response to questions from CAPR members regarding the certificate and the choice for it to be offered through DCIE, Associate Dean Zarrillo explained that because CEAS is unsure of the demand for this certificate, offering it through self-support is the best use of resources. The certificate program will most likely be taught by specialists brought in for their expertise in Early Childhood development and will be taught through hybrid courses with online and on-campus components. The four new courses offered through this certificate will be available only to DCIE students, but it would be possible for state-side students, who are said to have shown interest in this certificate, to enroll concurrently if they wished. Dr. Smetana and Associate Dean Zarrillo maintain that there will be no competition between the state-side programs and the proposed certificate, and that this is an opportunity for the students to gain specialized knowledge.

CAPR voted unanimously to approve the request for the new self-support certificate in Early Childhood Special Education.

CALIFORNIA STATE UNIVERSITY, EAST BAY

REQUEST FOR APPROVAL OF A NEW ADDED AUTHORIZATION (CERTIFICATE)

EARLY CHILDHOOD SPECIAL EDUCATION

1. Department: Educational Psychology

2. Full and exact **title** of Credential: Added Authorization in Early Childhood Special Education

3. **Purpose** of the proposed aggregate of courses:

    Pre-kindergarten age children with special needs must be provided with services because of federal law. There is a need throughout California for teachers who are licensed to provide these services. Faculty in the Department of Educational Psychology have developed an innovative program that we think will compete well with existing programs. This is a request for a program leading to a CTC-"Added Authorization," a license that is granted to a person already holding a special education credential.

4. List of all **requirements** including the **courses**, by catalog prefix number, title, and units of credit, as well as **total units** to be required under the proposed Certificate, Credential, or Subject Matter Preparation Program.

    Early Childhood Special Education Added Authorization

    Admission Requirements

    (1) Bachelor's Degree
    (2) Passing scores on the California Basic Education Skills Test (CBEST)
    (3) Evidence of negative tuberculosis test
    (4) Certificate of Clearance or valid California Education Specialist Teaching Credential
    (5) Valid California Education Specialist Credential with one of the following authorizations: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf-and-Hard of Hearing, Physical and Health Impairments, Visual Impairments; OR concurrent enrollment in a program leading to any of those credentials.

    Course Requirements (Total of 16 Units)

EPSY 6550	Young Children with Special Needs (4 units)
EPSY 6551	Family Systems and Cultural Competence in Early Childhood Special Education (4 units)
EPSY 6552	Assessment and Intervention Planning for Young Children with Special Needs (4 units)
EPSY 6553	Curriculum and Instruction in Early Childhood Special Education (4 units)

5. List of **new courses** that were developed and existing **courses** that needed **modification** as a result

of this new Option or Minor, if any, submitted along with this proposal:

EPSY 6550   Young Children with Special Needs (4 units)

EPSY 6551   Family Systems and Cultural Competence in Early Childhood
        Special Education (4 units)

EPSY 6552   Assessment and Intervention Planning for Young Children with
        Special Needs (4 units)

EPSY 6553   Curriculum and Instruction in Early Childhood Special Education (4 units)

6. **RESOURCE IMPLICATIONS**:

This program will be offered through the Division of Continuing and International Education (DCIE). All costs incurred by the program will be funded by DCIE student fees. At some point in the future, when the level of resources to CEAS increases significantly, moving this program from DCIE to state support would be considered.

Course offerings are always subject to resource availability and with the discretion of the Dean.

7. Relationship of proposed program to requirements for **teaching credentials, accreditation**, and/or **licensing**.

This program will require approval by the California Commission on Teacher Credentialing (CTC). It will be subject to ongoing accreditation reviews by the CTC and CAEP (Council for Accreditation of Educator Preparation – formerly NCATE).

8. **CONSULTATION** with other affected departments and program committee:

a) The following **department(s)** has (have) been consulted and raise **no objections**:

All Academic Departments and Programs at CSUEB were consulted using the SharePoint Curriculum site and there were no objections.

b) The following **department(s)** has (have) been consulted and **raised concerns**:

None

9. Certification of **DEPARTMENT APPROVAL** by the chair and faculty.

Chair: <u>Dr. Jack Davis – Original Signature on File</u>   Date: 10-09-12
Jack Davis, PhD, Chair, Department of Educational Psychology

10. Certification of **COLLEGE APPROVAL** by the dean and college curriculum committee.

Dean/Associate Dean: <u>Dr. James Zarrillo – Original Signature on File</u> Date: 10-09-12
James Zarrillo, PhD, Associate Dean, College of Education and Allied Studies

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CALIFORNIA STATE UNIVERSITY, EAST BAY

NEW COURSE REQUEST

The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.

1. **DEPARTMENT**: Educational Psychology

2. **ALPHABETICAL PREFIX:** EPSY

    COURSE NUMBER: 6550

    FULL TITLE in Catalog: Young Children with Special Needs

    SHORTENED TITLE FOR CLASS SCHEDULE: Young Children w/Special Needs

    UNIT VALUE of course: 4

3. **CATALOG DESCRIPTION**
    a) Course Content:

    Survey of disabilities served under federal law with an emphasis on young children. Risk and protective factors related to early intervention. Introduction to the Individual Family Services Plan and Individualized Education Program processes. Ten hours of required fieldwork. Prerequisite: Admission to Early Childhood Special Education Added Authorization Program.

    c) Co-requisite(s): No.
    d) Credit Restrictions: No.
       Is this course replacing another course in your department where both can be considered equivalent for academic renewal purposes?   No.
    e) Repeatability: No.
    f) If the answer to e) above is yes, can students register for multiple sections of this same course in the same quarter: No.
    g) Cross-listing: No.
    h) Dual-listing: No.
    i) Miscellaneous Course Fee: No.
    j) Grading Pattern (A-F & CR/NC, etc.): A-F only
    k) Hours/Week of Lecture: Four/week.
    l) Hours/Week of Activity or Lab (if needed):NA
    m) Taught entirely on-line, on-ground, or hybrid (both): On-ground or Hybrid.
       i. Describe the strategies for teaching this course either in an on-line or hybrid format.

       Courses, like this one, in the proposed new program leading to the Early Childhood Special Education Added Authorization, lend themselves to hybrid format. "Foundation" content can be provided online through the many tools available to instructors (video lectures, reference to reading material and online resources, discussion boards, threaded discussions, etc.). On-ground sessions can then focus on the practical components of the course – learning how to use assessment tools and instructional strategies.

ii. Describe the experience, support and/or training available for the faculty members who will teach this online or hybrid course.

Only faculty who meet at least one of the following criteria will teach this hybrid class: (1) demonstrated effectiveness in teaching online or hybrid classes verified by student course evaluations; (2) successful completion on University-offered training sessions on online and hybrid instruction; (3) successful completion of CEAS-offered eLearning training sessions. Faculty teaching the course who do not receive positive student evaluations will only be allowed to teach the class in the future if they agree to an instructional improvement plan.

iii. Assessment of online and hybrid courses.

When offered through DCIE, all sections of this course will be evaluated by students. If, at some point in the future, this course is offered through state support, then the ESPY Chair will be sure that this (or some other hybrid class) taught by the course instructor is one of the two courses evaluated by students.

Outcomes to be Evaluated

This course is required for the Early Childhood Special Education Added Authorization (ECSEAA), a professional license granted by the California Commission on Teacher Credentialing (CTC). Thus, the desired student outcomes for the course are defined by the CTC Standards for the ECSEAA. The question, then, becomes: Does the course allow students to acquire the content, processes, and values, defined by the CTC Standards?

Table 1 shows the course/standard alignment:

Table 1: CTC ECSEAA Standards and Proposed CSU East Bay new ECSEAA Courses

ECSEAA Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs
Proposed new course: EPSY 6550 Young Children with Special Needs

ECSEAA Standard 2: Role of the Family in the Early Childhood Education
Proposed new course: EPSY 6551 Family Systems and Cultural Competence in Early Childhood Special Education

ECSEAA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten
Proposed new course: EPSY 6552 Assessment and Intervention Planning for Young Children with Special Needs & EPSY 6553 Curriculum and Instruction in Early Childhood Special Education

ECSEAA Standard 4: Experience in Early Childhood Special Education Programs
Proposed new course: The activity component of each course listed above, EPSY 6550, EPSY 6551, EPSY 6552, and EPSY 6553

Student Evaluations

All sections of this course will be evaluated by students. Though most of the items on the student rating questionnaire relate to the course instructor, item 1.7 is "Give an overall rating of the class." This item will provide global data about the efficacy of the course, both in regards to content and hybrid delivery. These results can be triangulated with data from other sources. In addition, student comments will be examined for perspectives on the content of the course and delivery format. The written comments will be more specific and provide evidence on the course's strengths and weakness. This qualitative evidence will be examined for patterns of responses, that can be used to improve the course. These data sources will help program faculty determine: (a) if the course helps students acquire the content, processes,

and values defined by the relevant CTC Standard, (b) if the hybrid delivery was an issue for students, either as a positive experience or a challenge.

Evaluation of the Course as Part of State and National Accreditation

Further data on the efficacy of the ECSEAA courses will be gathered, analyzed, and used through the ongoing accreditation process of the CSU East Bay PreK-12 Professional Education Unit. CSU East Bay's proposed ECSEAA program will be accredited, and subject to review by, both the CTC and the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE).

Evidence about the efficacy of the course will be gathered through (1) program exit surveys and (2) surveys of graduates. The program exit surveys are administered during the last month of a student's enrollment in the program. The surveys of graduates are conducted every other year and involve both oral commentary in group interviews, and electronic, written surveys.

A strength of both the program exit surveys and the surveys of graduates is that the questions can be very specific, zeroing in on the content, processes, and values in the CTC Standards. For example, one question related to Standard 1 and the corresponding course, EPSY 6550, could be: "How well prepared are you to describe the characteristics of autism spectrum disorders in preschool children?"

Also, the program exit survey and the surveys of graduates can ask specific questions about the hybrid delivery format of the course. For example, "The courses in CSU East Bay's ECSEAA program were offered in a hybrid format. Courses met one Saturday a month with considerable online work. Did you feel that your questions about course content were answered promptly and accurately?"

For purposes of accreditation, the CSU East Bay PreK-12 Professional Education Unit follows a cycle of inquiry that is as follows:

* Every year: Gather data

* Academic years ending in odd numbers: Analyze the data to define objectives for program improvement

* Academic years ending in even numbers: Implement program changes to meet those objectives

The data from all sources, student evaluations, program exit surveys, and surveys of graduates will be analyzed to determine if each proposed EPSY course, in regards to both content and hybrid delivery, is operating so that students acquire the content, processes, and skills required by the CTC Standards. Each cycle of inquiry may result in changes in course content and/or delivery.

n) Offered on state-support or self-support. See " #7 Resource Implications" below. SELF SUPPORT

4. **COURSE INVENTORY DATA**
[All information needed to complete #4 can be found in Appendix B, Course Classification System and Faculty Workload Formula. Once you decide on the Instructional Format, the remaining information is based on the corresponding Course Classification Number and falls neatly into place. If the course contains an activity or lab component, in addition to a lecture, discussion, or seminar component, be sure to list both components and indicate the appropriate hours/week in "j" and "k" above.]

			First	Second

			Component	Component
a)	Instructional Format: [course component]	seminar	
b)	Course Classification Number: [Course Classification Number]	C5	
c)	Class Hours/Week: [Instructor Contact Hours]	4	
d)	Student Credit Units: [Component Units. Units earned]	4	
e)	Workload K-factor: [based on CS#]	1.0	
f)	Weighted Teaching Units: [component units x K-factor; d x e = f]	4	
g)	Normal Limit/Capacity: [based on CS#. Note: Courses approved by the GE Subcommittee of CIC to satisfy GE Area C4 or D4 must have an enrollment capacity of 40. This maximum capacity is temporary and will again be reviewed in 2012.]	25	

5. **GENERAL EDUCATION-BREADTH REQUIREMENT(S), U.S. HISTORY-INSTITUTIONS REQUIREMENT, UNIVERSITY WRITING SKILLS REQUIREMENT** to be satisfied. No.

6. **JUSTIFICATION FOR/PURPOSE OF** the proposed new course:

    This course is part of a proposed new program leading to the Early Childhood Special Education Added Authorization – a license granted by the California Commission on Teacher Credentialing (please see the New Program Proposal for more information).

7. **RESOURCE IMPLICATIONS: HOW WILL THESE NEW COURSE AFFECT WTU AND TEACHING LOADS**

    Courses in the proposed new program leading to the Early Childhood Special Education Added Authorization will be offered through the University's Division of Continuing and International Education (DCIE). The costs for the course will be funded by DCIE student fees. At some point in the future, when the level of resources available to CEAS increases significantly, moving the proposed new program (and this course) to state support will be considered. All signatories of this course proposal understand and recognize that the approval of a new course does not guarantee that it will be offered or guarantee the frequency of its offering. Course offerings are always subject to resource availability and with the discretion of the Dean.

8. **CONSULTATION** with other affected departments and program committee:

    a) The following **department(s)** has (have) been consulted and raise **no objections**:

    All Academic Departments and Programs at CSUEB were consulted using the SharePoint Curriculum site and there were no objections.

    b) The following **department(s)** has (have) been consulted and **raised concerns**:

    None

9. Certification of **department approval** by the chair and faculty.

    Chair: Dr. Jack Davis – Original Signature on File   Date: 10/09/12

    Jack Davis, PhD, Chair, Department of Educational Psychology

10. Certification of **college approval** by the dean/associate dean and college curriculum committee.

    Dean/Associate Dean: Dr. James Zarrillo – Original Signature on File   Date: 10/09/12
    James Zarrillo, PhD, Associate Dean, College of Education and Allied Studies

    10/8/12

EPSY6550

NEW COURSE REQUEST

The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.

1. **DEPARTMENT**: Educational Psychology

2. **ALPHABETICAL PREFIX:** EPSY

   COURSE NUMBER: 6551

   FULL TITLE in Catalog: Family systems and Cultural Competence in ECSE

   SHORTENED TITLE FOR CLASS SCHEDULE: Family Culture ECSE

   UNIT VALUE of course: 4

3. **CATALOG DESCRIPTION**
   a) Course Content:
   Family Systems Model and cultural competence in the Early Childhood Special Education. Culturally sensitive methodologies; parent-child interactions; intervention processes. Ten hours of required fieldwork. . Prerequisite: Admission to Early Childhood Special Education Added Authorization Program.
   c) Co-requisite(s): No.
   d) Credit Restrictions: No.
   Is this course replacing another course in your department where both can be considered equivalent for academic renewal purposes? No.
   e) Repeatability: No.
   f) If the answer to e) above is yes, can students register for multiple sections of this same course in the same quarter: No.
   g) Cross-listing:No.
   h) Dual-listing: No.
   i) Miscellaneous Course Fee: No.
   j) Grading Pattern (A-F & CR/NC, etc.): A-F only
   k) Hours/Week of Lecture: FOUR/week.
   l) Hours/Week of Activity or Lab (if needed): NA
   m) Taught entirely on-line, on-ground, or hybrid (both): On-ground or Hybrid.

      i. Describe the strategies for teaching this course either in an on-line or hybrid format.

      Courses, like this one, in the proposed new program leading to the Early Childhood Special Education Added Authorization, lend themselves to hybrid format. "Foundation" content can be provided online through the many tools available to instructors (video lectures, reference to reading material and online resources, discussion boards, threaded discussions, etc.). On-ground sessions can then focus on the practical components of the course – learning how to use assessment tools and instructional strategies.

      ii. Describe the experience, support and/or training available for the faculty members who will teach this online or hybrid course.

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Outcomes to be Evaluated

This course is required for the Early Childhood Special Education Added Authorization (ECSEAA), a professional license granted by the California Commission on Teacher Credentialing (CTC). Thus, the desired student outcomes for the course are defined by the CTC Standards for the ECSEAA. The question, then, becomes: Does the course allow students to acquire the content, processes, and values, defined by the CTC Standards?

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Proposed new course: EPSY 6551 Family Systems and Cultural Competence in Early Childhood Special Education

ECSEAA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten
Proposed new course: EPSY 6552 Assessment and Intervention Planning for Young Children with Special Needs & EPSY 6553 Curriculum and Instruction in Early Childhood Special Education

ECSEAA Standard 4: Experience in Early Childhood Special Education Programs
Proposed new course: The activity component of each course listed above, EPSY 6550, EPSY 6551, EPSY 6552, and EPSY 6553

Student Evaluations

All sections of this course will be evaluated by students. Though most of the items on the student rating questionnaire relate to the course instructor, item 1.7 is "Give an overall rating of the class." This item will provide global data about the efficacy of the course, both in regards to content and hybrid delivery. These results can be triangulated with data from other sources. In addition, student comments will be examined for perspectives on the content of the course and delivery format. The written comments will be more specific and provide evidence on the course's strengths and weakness. This qualitative evidence will be examined for patterns of responses, that can be used to improve the course. These data sources will help program faculty determine: (a) if the course helps students acquire the content, processes, and values defined by the relevant CTC Standard, (b) if the hybrid delivery was an issue for students, either as a positive experience or a challenge.

<u>Evaluation of the Course as Part of State and National Accreditation</u>

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		First Component	Second Component
a)	Instructional Format: [course component]	SEMINAR	
b)	Course Classification Number: [Course Classification Number]	C5	
c)	Class Hours/Week: [Instructor Contact Hours]	4	
d)	Student Credit Units: [Component Units. Units earned]	4	

e)	Workload K-factor: [based on CS#]		1.0	
f)	Weighted Teaching Units: [component units x K-factor; d x e = f]		4	
g)	Normal Limit/Capacity: [based on CS#. Note: Courses approved by the GE Subcommittee of CIC to satisfy GE Area C4 or D4 must have an enrollment capacity of 40. This maximum capacity is temporary and will again be reviewed in 2012.]		25	

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   Chair: Dr. Jack Davis – Original Signature on File   Date: 10/09/12
   Jack Davis, PhD, Chair, Department of Educational Psychology

10. Certification of **college approval** by the dean/associate dean and college curriculum committee.
    Dean/Associate Dean: Dr. James Zarrillo – Original Signature on File   Date: 10/09/12
    James Zarrillo, PhD, Associate Dean, College of Education and Allied Studies

    10/8/12

    EPSY6551

CALIFORNIA STATE UNIVERSITY, EAST BAY

NEW COURSE REQUEST

The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.

1. **DEPARTMENT**: Educational Psychology

2. **ALPHABETICAL PREFIX:** EPSY

   COURSE NUMBER: 6552

   FULL TITLE in Catalog: Assessment and Intervention Planning for Young Children with Special Needs

   SHORTENED TITLE FOR CLASS SCHEDULE: Assess Intervene Young Child Special Needs

   UNIT VALUE of course: 4

3. **CATALOG DESCRIPTION**
   a) Course Content:
   Assessment of young children (birth to 5). Formal and informal methodologies. Translation of results to individualized goals and objectives. Ten hours of required fieldwork. Prerequisite: Admission to Early Childhood Special Education Added Authorization Program.

   c) Co-requisite(s):No.
   d) Credit Restrictions: No.
      Is this course replacing another course in your department where both can be considered equivalent for academic renewal purposes? No.
   e) Repeatability: No.
   f) If the answer to e) above is yes, can students register for multiple sections of this same course in the same quarter: No.
   g) Cross-listing: No.
   h) Dual-listing: No.
   i) Miscellaneous Course Fee: No.
   j) Grading Pattern (A-F & CR/NC, etc.): A-F only
   k) Hours/Week of Lecture: FOUR/week.
   l) Hours/Week of Activity or Lab (if needed): NA.
   m) Taught entirely on-line, on-ground, or hybrid (both):On-ground or Hybrid.

      i. Describe the strategies for teaching this course either in an on-line or hybrid format.

         Courses, like this one, in the proposed new program leading to the Early Childhood Special Education Added Authorization, lend themselves to hybrid format. "Foundation" content can be provided online through the many tools available to instructors (video lectures, reference to reading material and online resources, discussion boards, threaded discussions, etc.). On-ground sessions can then focus on the practical components of the course – learning how to use assessment tools and instructional strategies.

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1

teach this online or hybrid course.

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Outcomes to be Evaluated

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Proposed new course: EPSY 6550 Young Children with Special Needs

ECSEAA Standard 2: Role of the Family in the Early Childhood Education
Proposed new course: EPSY 6551 Family Systems and Cultural Competence in Early Childhood Special Education

ECSEAA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten
Proposed new course: EPSY 6552 Assessment and Intervention Planning for Young Children with Special Needs & EPSY 6553 Curriculum and Instruction in Early Childhood Special Education

ECSEAA Standard 4: Experience in Early Childhood Special Education Programs
Proposed new course: The activity component of each course listed above, EPSY 6550, EPSY 6551, EPSY 6552, and EPSY 6553

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<u>Evaluation of the Course as Part of State and National Accreditation</u>

Further data on the efficacy of the ECSEAA courses will be gathered, analyzed, and used through the ongoing accreditation process of the CSU East Bay PreK-12 Professional Education Unit. CSU East Bay's proposed ECSEAA program will be accredited, and subject to review by, both the CTC and the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE).

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Also, the program exit survey and the surveys of graduates can ask specific questions about the hybrid delivery format of the course. For example, "The courses in CSU East Bay's ECSEAA program were offered in a hybrid format. Courses met one Saturday a month with considerable online work. Did you feel that your questions about course content were answered promptly and accurately?"

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The data from all sources, student evaluations, program exit surveys, and surveys of graduates will be analyzed to determine if each proposed EPSY course, in regards to both content and hybrid delivery, is operating so that students acquire the content, processes, and skills required by the CTC Standards. Each cycle of inquiry may result in changes in course content and/or delivery.

    n) Offered on state-support or self-support. See " #7 Resource Implications" below. SELF SUPPORT

4. **COURSE INVENTORY DATA**
[All information needed to complete #4 can be found in Appendix B, Course Classification System and Faculty Workload Formula. Once you decide on the Instructional Format, the remaining information is based on the corresponding Course Classification Number and falls neatly into place. If the course contains an activity or lab component, in addition to a lecture, discussion, or seminar component, be sure to list both components and indicate the appropriate hours/week in "j" and "k" above.]

			First Component	Second Component
a)	Instructional Format: [course component]		SEMINAR	

b)	Course Classification Number: [Course Classification Number]	C5	
c)	Class Hours/Week: [Instructor Contact Hours]	4	
d)	Student Credit Units: [Component Units. Units earned]	4	
e)	Workload K-factor: [based on CS#]	1.0	
f)	Weighted Teaching Units: [component units x K-factor; d x e = f]	4	
g)	Normal Limit/Capacity: [based on CS#. Note: Courses approved by the GE Subcommittee of CIC to satisfy GE Area C4 or D4 must have an enrollment capacity of 40. This maximum capacity is temporary and will again be reviewed in 2012.]	25	

5. **GENERAL EDUCATION-BREADTH REQUIREMENT(S), U.S. HISTORY-INSTITUTIONS REQUIREMENT, UNIVERSITY WRITING SKILLS REQUIREMENT** to be satisfied. No.

6. **JUSTIFICATION FOR/PURPOSE OF** the proposed new course:

   This course is part of a proposed new program leading to the Early Childhood Special Education Added Authorization – a license granted by the California Commission on Teacher Credentialing (please see the New Program Proposal for more information).

7. **RESOURCE IMPLICATIONS: HOW WILL THESE NEW COURSE AFFECT WTU AND TEACHING LOADS**

   Courses in the proposed new program leading to the Early Childhood Special Education Added Authorization will be offered through the University's Division of Continuing and International Education (DCIE). The costs for the course will be funded by DCIE student fees. At some point in the future, when the level of resources available to CEAS increases significantly, moving the proposed new program (and this course) to state support will be considered. All signatories of this course proposal understand and recognize that the approval of a new course does not guarantee that it will be offered or guarantee the frequency of its offering. Course offerings are always subject to resource availability and with the discretion of the Dean.

8. **CONSULTATION** with other affected departments and program committee:

   a) The following **department(s)** has (have) been consulted and raise **no objections**:

      All Academic Departments and Programs at CSUEB were consulted using the SharePoint Curriculum site and there were no objections.

   b) The following **department(s)** has (have) been consulted and **raised concerns**:

      None

9. Certification of **department approval** by the chair and faculty.

   Chair: Dr. Jack Davis – Original Signature on File   Date: 10/09/12

   Jack Davis, PhD, Chair, Department of Educational Psychology

10. Certification of **college approval** by the dean/associate dean and college curriculum committee.

   Dean/Associate Dean: Dr. James Zarrillo – Original Signature on File   Date: 10/09/12
   James Zarrillo, PhD, Associate Dean, College of Education and Allied Studies

   10/8/12

   EPSY6552

NEW COURSE REQUEST

The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.

1. **DEPARTMENT**:   Educational Psychology

2. **ALPHABETICAL PREFIX:**   EPSY

   COURSE NUMBER: 6553

   FULL TITLE in Catalog: Curriculum and Instruction n ECSE

   SHORTENED TITLE FOR CLASS SCHEDULE: Curric Instruct ECSE

   UNIT VALUE of course: 4

3. **CATALOG DESCRIPTION**
   a) Course Content:

   Curriculum and instruction for young children with special needs. Inclusive and self-contained ECSE environments. Inter-agency and family collaboration. Ten hours of required fieldwork. Prerequisite: Admission to Early Childhood Special Education Added Authorization Program.

   c) Co-requisite(s): No.
   d) Credit Restrictions: No.
      Is this course replacing another course in your department where both can be considered equivalent for academic renewal purposes? No.
   e) Repeatability: No.
   f) If the answer to e) above is yes, can students register for multiple sections of this same course in the same quarter: No.
   g) Cross-listing: No.
   h) Dual-listing: No.
   i) Miscellaneous Course Fee: No.
   j) Grading Pattern (A-F & CR/NC, etc.): A-F only
   k) Hours/Week of Lecture: FOUR/week.
   l) Hours/Week of Activity or Lab (if needed): NA
   m) Taught entirely on-line, on-ground, or hybrid (both): On-ground or Hybrid.

      i. Describe the strategies for teaching this course either in an on-line or hybrid format.

      Courses, like this one, in the proposed new program leading to the Early Childhood Special Education Added Authorization, lend themselves to hybrid format. "Foundation" content can be provided online through the many tools available to instructors (video lectures, reference to reading material and online resources, discussion boards, threaded discussions, etc.). On-ground sessions can then focus on the practical components of the course – learning how to

use assessment tools and instructional strategies.

ii. Describe the experience, support and/or training available for the faculty members who will teach this online or hybrid course.

Only faculty who meet at least one of the following criteria will teach this hybrid class: (1) demonstrated effectiveness in teaching online or hybrid classes verified by student course evaluations; (2) successful completion on University-offered training sessions on online and hybrid instruction; (3) successful completion of CEAS-offered eLearning training sessions. Faculty teaching the course who do not receive positive student evaluations will only be allowed to teach the class in the future if they agree to an instructional improvement plan.

iii. Assessment of online and hybrid courses.

When offered through DCIE, all sections of this course will be evaluated by students. If, at some point in the future, this course is offered through state support, then the ESPY Chair will be sure that this (or some other hybrid class) taught by the course instructor is one of the two courses evaluated by students.

Outcomes to be Evaluated

This course is required for the Early Childhood Special Education Added Authorization (ECSEAA), a professional license granted by the California Commission on Teacher Credentialing (CTC). Thus, the desired student outcomes for the course are defined by the CTC Standards for the ECSEAA. The question, then, becomes: Does the course allow students to acquire the content, processes, and values, defined by the CTC Standards?

Table 1 shows the course/standard alignment:

Table 1: CTC ECSEAA Standards and Proposed CSU East Bay new ECSEAA Courses

ECSEAA Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs
Proposed new course: EPSY 6550 Young Children with Special Needs

ECSEAA Standard 2: Role of the Family in the Early Childhood Education
Proposed new course: EPSY 6551 Family Systems and Cultural Competence in Early Childhood Special Education

ECSEAA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten
Proposed new course: EPSY 6552 Assessment and Intervention Planning for Young Children with Special Needs & EPSY 6553 Curriculum and Instruction in Early Childhood Special Education

ECSEAA Standard 4: Experience in Early Childhood Special Education Programs
Proposed new course: The activity component of each course listed above, EPSY 6550, EPSY 6551, EPSY 6552, and EPSY 6553

Student Evaluations

All sections of this course will be evaluated by students. Though most of the items on the student rating questionnaire relate to the course instructor, item 1.7 is "Give an overall rating of the class." This item will provide global data about the efficacy of the course, both in regards to content and hybrid delivery. These results can be triangulated with data from other sources. In addition, student comments will be examined for perspectives on the content of the

course and delivery format. The written comments will be more specific and provide evidence on the course's strengths and weakness. This qualitative evidence will be examined for patterns of responses, that can be used to improve the course. These data sources will help program faculty determine: (a) if the course helps students acquire the content, processes, and values defined by the relevant CTC Standard, (b) if the hybrid delivery was an issue for students, either as a positive experience or a challenge.

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EPSY6553