

# EDSP 216: UNDERSTANDING THE IMPLICATIONS OF DEVELOPMENTAL DIVERSITY IN CHILDREN AND YOUTH

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## In Workflow

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## Approval Path

1. Thu, 02 Sep 2021 22:41:23 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 16 Sep 2021 18:31:50 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 23 Sep 2021 22:59:14 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## History

1. Jun 18, 2019 by Cindy Collado (cindy.collado)

Date Submitted: Thu, 02 Sep 2021 20:52:47 GMT

**Viewing: EDSP 216 : Understanding the Implications of Developmental Diversity in Children and Youth**

**Last approved: Tue, 18 Jun 2019 14:01:03 GMT**

**Last edit: Thu, 23 Sep 2021 22:59:11 GMT**

Changes proposed by: Deidre Sessoms (101023477)

## Contact(s):

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## Catalog Title:

Understanding the Implications of Developmental Diversity in Children and Youth

## Class Schedule Title:

Implcatn of Devpmntl Diversity

## 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)**

216

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

119201

**Units:**

2

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

**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?**

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

The course unit load was changed from 3 to 2 units. This was done because the course content needed to be more focused; therefore the number of SLOs and aligned assignments/assessment were also reduced. Two of the SLOs were dropped.

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

Using a critical disability theory perspective, this course explores: 1) atypical development across areas (e.g., cognitive, social, physical, linguistic) due to prenatal, perinatal, and early childhood developmental risk factors; 2) childhood development theories and how they support educators' understanding of children, families, and developmentally appropriate practices; and 3) service delivery models and key transitions across the lifespan.

**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:**

Admission to an Education Specialist Credential 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#04 - Lecture /Recitation (K-factor=1 WTU per unit)

**Discussion Units**

2

**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. Describe and explain a student's typical range of development (physical, language, cognitive, psychological, emotional, and social) and the impact of atypical development (across age spans, grade levels, and disability(ies)) on learning. (ECSE 1.1, 1.4, 1.6, 1.8, 2.5, 4.1; ESN 1.3, 1.8, 2.7, 2.14, 3.4, 3.5, 4.2, 4.6; U 4.2)
2. Apply a strengths-based perspective using information on the development of a student to create a cohesive and holistic profile of the student that includes their full range of development (e.g., social, emotional, cognitive, physical, linguistic) and informs related strengths-based support strategies and individualized support plans. (ECSE 1.2, 1.3, 2.6; ESN 1.4, 2.1, 2.2, 2.5, 2.6; U 2.1, 5.1, 5.3)
3. Analyze and compare/contrast the range of service-delivery models in community and school-based programs, with an emphasis on a transdisciplinary team-based approach, and ability to meet the developmental needs of children and adolescents across developmental areas and across life transitions. (ECSE 1.5, 1.8, 2.2, 3.8, 4.13, 6.1, 6.2, 6.5, 6.6; ESN 2.4; U 2.4, 6.4, 6.5, 6.6)

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)  
 ESN = Extensive Support Needs (those TPEs specific to the ESN 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 216 Readings &amp; 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.**

- 1) Class Participation (Successful Completion of Synchronous Class and Asynchronous Modules) (SLOs 1-3)
- 2) Observation of Development Assignment (SLOs 1, 2)
- 3) Related Services project (SLO 3)

**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

MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential

MA in Teaching with Education Specialist Extensive 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

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

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

No

Key: 1473