EDSP 213: EARLY LANGUAGE AND LITERACY DEVELOPMENT, INSTRUCTION, AND INTERVENTION IN ECSE

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

Approval Path
1. Thu, 30 Sep 2021 21:26:12 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
2. Fri, 22 Oct 2021 19:13:11 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

History
1. Apr 19, 2021 by Cindy Collado (cindy.collado)

New Course Proposal
Date Submitted: Thu, 16 Sep 2021 02:37:55 GMT

Viewing: EDSP 213 : Early Language and Literacy Development, Instruction, and Intervention in ECSE

Formerly known as: EDSP 396

Last approved: Tue, 20 Apr 2021 04:51:08 GMT

Last edit: Wed, 13 Oct 2021 19:20:00 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:
Early Language and Literacy Development, Instruction, and Intervention in ECSE

Class Schedule Title:
Early Lang & Literacy: ECSE

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 2022 (2022/2023 Catalog)

Subject Area: (prefix)
EDSP - Education Specialist Credentials

Catalog Number: (course number)
213

Course ID: (For administrative use only.)

203508

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?

Yes

This course replaces the following experimental course:

EDSP 396 - Early Language and Literacy Development, Instruction, and Intervention in ECSE

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 number has been changed from a 300 level experimental course to a 200 level course to more accurately reflect the learning outcomes.

Course description revised to include new focus on kindergarten aged children with special needs.

The pre-requisite is admission to a Master of Arts in Teaching with credential, not a Master of Arts in Special Education Teacher, so that was changed.

When the course was first proposed as an experimental course, it did affect another department, but now that the experimental course is simply becoming a regularly approved course, there is no effect on another department.

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

Course examines theories and historical context of language and literacy development and instruction in young children from infancy through kindergarten with an emphasis on English Learners and children with disabilities. Candidates will learn to create and implement integrated instructional units and lesson plans that teach early literacy through play-based centers, math, science, and the arts while supporting individual students with accommodations and embedded instruction. Candidates examine the role of technology, assistive technology, and authentic assessment to enhance and guide instruction.

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 Master of Arts in Teaching with Early Childhood Special Education 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):
Lecture

Lecture Classification
CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)
Lecture 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
Students will be able to:

1. Apply knowledge of language and literacy of young children (birth to kindergarten) as well as the community to plan, adapt, and implement universal and child-centered early childhood instruction (e.g., math, literacy, music, etc.) that includes all students, particularly students who are Dual Language Learners (DLLs), students with disabilities, and diverse students using evidence-based practices and accommodations. (TPE: ECSE 1.1, 1.3, 1.4, 2.6, 3.2, 3.3, 3.4, 3.9, 4.1, 4.3)

2. Collaborate with a trans-disciplinary team to implement multi-tiered literacy-based interventions for diverse students (students with disabilities and DLLs). (TPE: ECSE 3.8)

3. Identify language demands in a lesson by utilizing knowledge about Dual Language learner's development and diverse family experiences; differentiate instruction based on their students' primary language, plan accommodations, and implement strategies for including DLLs in mainstream curriculum. (TPE: ECSE 1.2, 1.9)

4. Plan and implement authentic assessment practices (observation, play-based, etc.) utilizing both paper-based and technology-based tools within an integrated UDL-aligned curriculum and lesson plans that track the progress of students across relevant developmental domains so that students continue to be actively engaged. (TPE: ECSE 1.6, 1.10)

5. Integrate local, state, and federal accountability systems and curriculum (California Infant and Preschool learning foundations standards and DRDP) for early childhood special education and identify how this influences an ECSE teacher's work with young children within your teaching practice. (TPE: ECSE 3.1, 3.7, 4.2)

6. Plan and facilitate positive and inclusive learning environments and experiences during a whole group and targeted small group literacy-based lesson that meets the full range of learners and provides embedded systematic instruction in early literacy for targeted students. (TPE: ECSE 1.7, 2.1, 2.3, 2.4, 3.5, 3.6)

7. Integrate the use of technology and assistive technology supports for diverse learners within whole and/or small group instruction. (TPE: ECSE 2.5, 4.4)

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 (those TPEs specific to the ECSE credential)

Attach a list of the required/recommended course readings and activities:
EDSP 213 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.
Attendance and Participation in synchronous modules/activities (SLOs 1-7)
Community Map (SL0 1, 3, 4, 7)
Unit plan group project (SLO 1-7)
Video Club (SLO 1-3, 5-6)

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

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
Information literacy
Disciplinary knowledge
Intercultural/Global perspectives

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: 14221