California State University Channel Islands

NEW COURSE PROPOSAL

Courses must be submitted by November 2, 2009, for priority catalog review.

DATE (Change if modified and redefine file with current date) 8/20/2009; REV 12/14/09; REV 11/21/09 (COURSE # CHG ONLY)

Program Area(s)  EDUCATION

1. Course Information. [Follow accepted catalog format.]

Prefix(es) (Add additional prefixes if cross-listed) and Course No. SPED 530
Title: TYPICAL AND ATYPICAL DEVELOPMENT  Units: 4
Prerequisites
Corequisites
Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): Focus on typical and atypical development from the prenatal stage to adulthood and the implications for learning. Emphasis on atypical development associated with various disabilities and risk conditions. Resilience and protective factors and their impact on learning. Theories of typical and atypical child development, including educational and home settings, schools, communities, and culture are integrated.

Grading Scheme: xx A-F Grades Repeatable for a maximum of Undergraduate units
Credit/No Credit Total Completions Allowed Post-Baccalaureate/Credential Optional (Student Choice) Multiple Enrollment in Same Semester Graduate

Course Level Information:

Mode of Instruction/Components (Hours per Unit are defaulted).

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<tr>
<th>Units</th>
<th>Hours per Unit</th>
<th>Benchmark Enrollment</th>
<th>Graded Component</th>
<th>CS &amp; HEGIS #</th>
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Leave the following hours per week areas blank. The hours per week will be filled out for you.

- 3 hours lecture per week
- blank per week

2. Course Attributes:

[Ge General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: http://summit.csuci.edu/geapproval] Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)
- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

B (Mathematics, Sciences & Technology)
- B-1 Physical Sciences
- B-2 Life Sciences
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)
- C-1 Art

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3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)

A. Justification: This course is required to meet the new standards for the Education Specialist Credential program. These standards are set by the California Commission on Teacher Credentialing. The course will also serve as a pre-requisite for admission to the credential program in place of Education 510 due to the new typical and atypical development standards required by the state.

B. Degree Requirement:

Free Elective

Note: Submit Program Modification if this course changes your program.

4. Learning Objectives. (List in numerical order. You may wish to use the following resource in utilizing measurable verbs. http://senate.csuci.edu/comm/curriculum/resources.htm)

Upon completion of the course, the student will be able to:

1. Identify key concepts from theories of development
2. Describe the typical developmental characteristics in language, social-emotional, cognitive, and physical domains
3. Identify the atypical developmental characteristics in language, social-emotional, cognitive, and physical domains
4. Explain the contexts and influences of development, including families, schools, communities, and culture
5. Discuss the implications of typical and atypical development for school settings
6. Demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.
7. Demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.

5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

1. Theories of development
2. Typical and atypical development of language and the implications for learning
3. Typical and atypical development of social-emotional skills and the implications for learning
4. Typical and atypical development of cognition and the implications for learning
5. Typical and atypical development of physical motor skills and the implications for learning
6. Disability specific developmental differences in children and youth and the implications for learning, attention, motivation and structure of school related tasks
7. Contextual influences of family, schools community and culture on children and youth’s development
8. The impact of atypical development on families

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9. Communicating developmental information to families of students with disabilities or for students being assessed for disabilities.

Does this course content overlap with a course offered in your academic program? Yes No

If YES, what course(s) and provide a justification of the overlap. 

Does this course content overlap a course offered in another academic area? Yes No

If YES, what course(s) and provide a justification of the overlap. This course is designed to look at development across the lifespan. Early Childhood Studies 325 examines development in birth through age 8. Adolescent Development for Secondary Educators EDSS 515 examines development in adolescents. Overlapping courses require Chairs’ signatures.

6. Cross-listed Courses (Please note each prefix in item No. 1)

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).

   List each cross-listed prefix for the course: 

B. Program responsible for staffing: Education

7. References. [Provide 3 - 5 references]


8. Tenure Track Faculty Qualified to Teach This Course.

   Jill Leafstedt
   Tiina Itkonen

9. Requested Effective Date:

   First semester offered: Fall 2010

10. New Resources Requested. Yes No

   If YES, list the resources needed.

   A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

   B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

   C. Facility/Space/Transportation Needs

   D. Lab Fee Requested (please refer to Dean’s Office for additional processing) Yes No

   E. Other
11. Will this new course alter any degree, credential, certificate, or minor in your program? **Yes** ☑ **No** ☐

If YES, attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 5, 2009** of preceding year.

Priority deadline for Course Proposals and Modifications: **November 2, 2009** of preceding year.

Last day to submit forms to be considered during the current academic year: **April 15th**.

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**Proposer of Course** (Type in name. Signatures will be collected after Curriculum approval) **Date**

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## Approval Sheet

**Program/Course:** SPED 530

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

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