

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2014, and finalized by the end of the fall semester to make the next catalog (2014-15) production

DATE (CHANGE DATE EACH TIME REVISED): 10-9-2015, REV 11/24/2014

PROGRAM AREA(S): EARLY CHILDHOOD STUDIES

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

☐ Course title	☐ Course Content
☐ Prefix/suffix	☒ x Course Learning Outcomes
☐ Course number	☒ X References
☐ Units	☐ GE
☐ Staffing formula and enrollment limits	☒ X Other ☒ Repeatability
☒ x Prerequisites/Corequisites	☐ Reactivate Course
☒ x Catalog description	
☐ Mode of Instruction	

Justification: New titles needed to reflect changes in the professional delineation of topics. This course must be taken with ECS 325 in order to combine student teaching efforts and benefit from learning from content in ECS 325 simultaneously

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes i f cross-listed)

OLD

Prefix ECS Course# 320
Title Teaching and Learning Programs for Early Care and Development Units (3)
2 hours lecture per week
2 hours blank per week

x Prerequisites: ECS 101, ECS/PSY 150
☐ Consent of Instructor Required for Enrollment
Corequisites: ☐

Catalog Description (Do not use any symbols):

Survey historical and theoretical foundations for federal, state and locally funded programs. Become familiar with early childhood models, approaches and initiatives. Study the California Early Learning and Development System (curriculum frameworks, learning and development foundations, assessment systems and resources.)

) Examination of environmental arrangements and routines that support diverse children's development in school, community, and family settings. Thirty hours of field experience in early childhood settings is required. Meets a core requirement for the Child Development Permit in child, family, and community. TB tests and Fingerprint clearance is required.

General Education Categories: ☐
Grading Scheme (Select one below):
x A – F

NEW

Prefix ECS Course# 320
Title Teaching and Learning Programs for Early Care and Development Units (3)
2 hours lecture per week
2 hours activity per week

x Prerequisites: ECS 101, ECS/PSY 150
☐ Consent of Instructor Required for Enrollment
XX Corequisites: **ECS 325**

Catalog Description (Do not use any symbols):

Studies historical perspectives and approaches to serving young children and their families with an emphasis on federal, state and local initiatives to promote quality early care and education. Development of listening, observing and documenting skills in early learning settings while examining and developing professional dispositions aligned with the National Association for the Education of Young Children's code of ethical conduct. Thirty hours of field experience in early childhood settings is required. Meets a core requirement for the Child Development Permit in child, family, and community. TB tests and Fingerprint clearance is required.

General Education Categories: ☐
Grading Scheme (Select one below):
x A – F

☐ Credit/No Credit
☐ Optional (Student's Choice)
 Repeatable for up to ☐ units
 Total Completions ☐
 Multiple Enrollment in Same Semester Y/N N
 Course Level:
☒ Undergraduate
☐ Post-Baccalaureate
☐ Graduate

☐ Credit/No Credit
☐ Optional (Student's Choice)
 Repeatable for up to ☒ 6 units
 Total Completions ☐
 Multiple Enrollment in Same Semester Y/N N
 Course Level:
☒ Undergraduate
☐ Post-Baccalaureate
☐ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
 (Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>2</u>	<u>1</u>	<u>25</u>	x	Lecture	<u>2</u>	<u>1</u>	<u>25</u>	x	☐
Seminar	☐	<u>1</u>	☐	☐	Seminar	☐	<u>1</u>	☐	☐	☐
Lab	☐	<u>3</u>	☐	☐	Lab	☐	<u>3</u>	☐	☐	☐
Activity	<u>1</u>	<u>2</u>	<u>25</u>	x	Activity	<u>1</u>	<u>2</u>	<u>25</u>	x	☐
Field Studies	☐		☐	☐	Field Studies	☐		☐	☐	☐
Indep Study	☐		☐	☐	Indep Study	☐		☐	☐	☐
Other blank	☐		☐	☐	Other blank	☐		☐	☐	☐
Online	☐			☐	Online	☐			☐	☐

4. Course Attributes:

☐ **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 – Biology
- ☐ B-3 Mathematics – Mathematics and Applications
- ☐ B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- ☐ C-1 Art
- ☐ C-2 Literature Courses
- ☐ C-3a Language
- ☐ C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement

Meets University Language Requirement

☐ **American Institutions, Title V Section 40404:** ☐ Government ☐ US Constitution ☐ US History

Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

Online Course (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

OLD

Required course for the Early Childhood Studies Program

NEW

Required course for the Early Childhood Studies Program

Concurrent enrollment with ECS 325

Elective for the Major/Minor
Free Elective

x Requirement for the Major/Minor
Elective for the Major/Minor
Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>.

The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

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

Old

1. Describe historical approaches to serving young children and their families
2. Explain early childhood service delivery models and programs
3. Describe identification and service coordination processes
4. Identify recommended practices for typically developing young children and children with special needs
5. Compare and contrast environmental arrangements and routines across school, community, and family settings
6. Examine the linguistic and cultural implications for early childhood services
7. State elements from the National Association for the Education of Young Children's code of ethical conduct

New

1. Describe historical perspectives and approaches to serving young children and their families
2. Identify federal, state and local early learning programs to promote quality learning experiences in early care and education
3. Develop listening, observing and documenting skills in early learning settings
4. Examine and develop professional dispositions and competencies aligned with the National Association for the Education of Young Children's code of ethical conduct

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

1. History of early childhood services from primary professional disciplines
2. Service delivery models and programs, and implications for policy and research
3. Identification and coordination of services for young children and their families
4. Recommended practices for inclusive early childhood programs
5. Individual family service planning
6. Environmental arrangements and routines in school, community, and family settings
7. Linguistic and cultural implications for early childhood

NEW

1. History and approaches of early care and education
2. Identify federal, state and local early learning programs and initiatives
3. Listen, observe, and document children's learning and development
4. Examine environmental arrangements and routines in early care and education settings
5. Develop professional dispositions and competencies

service delivery systems
8. Professional ethics and standards

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. ☐

Overlapping courses require Chairs' signatures.

8. 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).
- B. List each cross-listed prefix for the course: ☒
- C. Program responsible for staffing: ECS

9. References. [Provide 3-5 references]

NEW

Curtis, D. & Carter, M. (2014). *The art of Awareness: How observation can transform your teaching*. St. Paul, MN: Red Leaf Press.

Espinosa, L. (2014). *Getting it RIGHT for young children from diverse backgrounds: Applying research to improve practice, Second Edition*. Columbus, MO: Pearson.

Fyfe, B. (2011). The relationship between documentation and assessment. In Edwards, C., L., Gandini, and G. Forman (Eds.). *The Hundred Languages of Children*. Santa Barbara, CA: Praeger.

OLD

Espinosa, L. (2010). *Getting it RIGHT for young children from diverse backgrounds: Applying research to improve practice*, Columbus, MO: Pearson.

Follari, L. M. (2007). *Foundations and Best Practices in Early Childhood Education: History, theories, and approaches to learning*. Upper Saddle River, NJ: Pearson.

Quintero, Elizabeth P. (2009). *Critical Literacy in Early Childhood Education: Artful Story and the Integrated Curriculum*. New York: Peter Lang.

Wurm, J. (2005). *Working In The Reggio Way: A Beginner's Guide For American Teachers*. St. Paul, MN: Red Leaf Press.

10. Tenure Track Faculty qualified to teach this course.

Dr. Carola Matera, Dr. Elizabeth Quintero

11. Requested Effective Date or First Semester offered: Fall 2015

12. New Resource 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: Yes ☐ No ☒ (Refer to the Dean's Office for additional processing)

E. Other. ☐

13. Will this course modification 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 1, 2012 of preceding year.

Priority deadline for Course Proposals and Modifications: October 15, 2012.

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

Carola Matera

10-10-14

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: [REDACTED]

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.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date