

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
NEW COURSE PROPOSAL**

DATE 5/18/06
PROGRAM AREA EARLY CHILDHOOD STUDIES

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix ECS Course# 461 Title INFANT/TODDLER STUDENT TEACHING & SEMINAR Units (4)
9 hours activity per week
1 hours seminar per week
 Prerequisites ECS 320, ECS 325, SPED 345
 Corequisites ECS 460

Description Student teaching in center-based settings for infants and toddlers. Students practice assessment and instructional strategies. Seminar is held in conjunction with the student teaching experience to serve as a forum for integrating research, theory, and recommended practices. One full school day of student teaching per week. Fingerprint clearance is required.

Gen Ed Categories
 Lab Fee Required

Graded
 CR/NC

A - F
 Optional (Student's choice)

Repeatable for up to _____ units

Total Completions Allowed
 Multiple Enrollment in same semester

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	_____	_____	_____	<input type="checkbox"/>	_____
Seminar	1	1	50	<input checked="" type="checkbox"/>	_____
Laboratory	_____	_____	_____	<input type="checkbox"/>	_____
Activity	3	3	50	<input checked="" type="checkbox"/>	_____

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

Required course for the Early Childhood Studies Program.

Students who successfully complete this student teaching and seminar will be able to:

1. Observe, record and assess the development and learning of infants and toddlers using a variety of methods
2. Gather information from the child's family and environment(s) to understand the child's learning and development
3. Use assessment results to identify individual needs and plan appropriate programs, environments and interactions
4. Communicate assessment and planning information to parents
5. Design developmentally appropriate and culturally relevant natural learning environments
6. Design supportive schedules and routines for infants and toddlers
7. Implement curricular/teaching strategies for infants and toddlers with and without disabilities with a focus on cognitive, social-emotional, language, and physical development
8. Facilitate transition planning between settings for infants and toddlers and their families
9. Identify the linguistic/cultural preferences and socioeconomic influences of family resources, concerns, and priorities

4. Is this a General Education Course YES NO
If Yes, indicate GE category and attach GE Criteria Form:

- 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)**
- UD Interdisciplinary**

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

1. Methods of observation, data recording and assessment for infants and toddlers
2. Strategies for interviewing family members and observing in center-based, community, and home settings
3. Ways to summarize assessment results and design developmentally and culturally responsive interventions for infants and toddlers with and without special needs
4. Strategies for communicating assessment and planning information to parents in culturally and linguistically responsive ways
5. Examine interactions and natural learning environments, schedules and routines for planning, assessment, and intervention purposes
6. Plan and implement developmentally supportive schedules and routines for infants and toddlers
7. Plan and implement curricular/teaching strategies for infants and toddlers with and without disabilities with a focus on cognitive, social-emotional, language, and physical development
8. Transition planning between settings for infants and toddlers and their families
9. Examine linguistic/cultural preferences and socioeconomic influences of family resources, concerns, and priorities

Does this course overlap a course offered in your academic program? YES NO

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

Does this course overlap a course offered in another academic area? YES NO

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

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (Please fill out separate form for each PREFIX)

List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing: Education

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

Denney, M. K., & Karp, J. (in preparation). Infant/Toddler Student Teaching Manual. Camarillo, CA: California State University Channel Islands.

National Association for the Education of Young Children. (2001). NAEYC standards for early childhood professional preparation: Initial licensure programs. Washington, DC: Author.

Sandall, S., McLean, M., & Smith, B. J. (2000). DEC recommended practices in early intervention/early childhood special education. Denver, CO: DEC.

8. List Faculty Qualified to Teach This Course.

Dr. Maria Denney, Dr. Joan Karp

9. Frequency.

a. Projected semesters to be offered: Fall Spring Summer

10. New Resources Required. YES NO

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

a. Computer (data processing), audio visual, broadcasting needs, other equipment)

b. Library needs

c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES NO

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

Maria Denney
Proposer of Course

3/15/2006
Date

