

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

DATE 5/15/06
PROGRAM AREA EARLY CHILDHOOD STUDIES

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

Prefix ECS Course# 325 Title TYPICAL & ATYPICAL DEVELOPMENT: BIRTH-AGE 8 Units (3)

2 hours lecture per week

2 hours activity per week

Prerequisites Psy 210

Corequisites

Description Focus on typical and atypical development from infancy through eight years of age with an emphasis on the cognitive, social-emotional, language, and physical domains of development. Theories of typical and atypical child development are discussed with implications for applied contexts, including infant/toddler and preschool/early elementary settings. The contexts of development, including families, schools, communities, and culture are presented. Thirty hours of field experience in early childhood settings is required. Fingerprint clearance is required.

Gen Ed Categories
 Lab Fee Required

Graded
 CR/NC

Repeatable for up to _____ units

A - F
 Optional (Student's choice)

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	2	1	30	<input checked="" type="checkbox"/>	_____
Seminar	_____	_____	_____	<input type="checkbox"/>	_____
Laboratory	_____	_____	_____	<input type="checkbox"/>	_____
Activity	1	2	30	<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 course will be able to:

1. Describe the historical origins of child development
2. Identify key concepts from theories of development
3. Describe the typical developmental characteristics of children birth through eight years of age in language, social-emotional, cognitive, and physical domains
4. Identify the atypical developmental characteristics of children birth through eight years of age in language, social-emotional, cognitive, and physical domains
5. Explain the contexts and influences of development, including families, schools, communities, and culture
6. Discuss the implications of typical and atypical development for infant/toddler and preschool/early elementary settings

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. The study of child development
2. Theories of development
3. Infancy
4. The development of attachment and infant-caregiver relations
4. The achievements of the first year: perception and movement, cognition, and social relationships
5. Early childhood language acquisition
6. Young children's thinking
7. Social development in early childhood
8. Cognitive and social development in middle childhood
8. Contexts and influences of development: families, schools, communities, and culture
9. Implications for infant/toddler and preschool/early elementary settings

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.]*

Cole, M., Cole, S. R., & Lightfoot, C. (2005). The development of children. New York: Worth.

Howard, V. F., Williams, B. F., & Lepper, C. (2005). Very young children with special needs: A formative approach for today's children. Upper Saddle River, NJ: Pearson Education.

Miller, P. H. (2002). Theories of developmental psychology. New York: Worth Publishers.

Siegler, R. S., & Alibali, M. W. (2005). Children's thinking. Upper Saddle River, NJ: Prentice-Hall.

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

3/16/2006
Date

Approval Sheet

Program/Course:

Program Chair(s) Date

General Education Chair(s) Date

Curriculum Committee Chair(s) Date

Dean of Faculty Date