COURSE MODIFICATION PROPOSAL
Courses must be submitted by November 5, 2007, to make the next catalog production

DATE (CHANGE DATE IF REVISED): 10-31-07
PROGRAM AREA(S) : EARLY CHILDHOOD STUDIES
Directions: All of sections of this form must be completed for course modifications.

1. **Catalog Description of the Course.**
[Follow accepted catalog format.] (***If Cross-listed please submit prefixes for each discipline being modified***)

OLD	NEW
Prefix ECS Course# 325 Title Typical & Atypical Development: Birth-Age Units (3)	Prefix ECS Course# 325 Title Typical & Atypical Development: Birth-Age Units (3)
2 hours lecture per week	2 hours lecture per week
1 hours activity per week	1 hours activity per week

☒ Prerequisites: PSY 210	☒ Prerequisites: PSY 213
☐ Corequisites:	☐ Corequisites:
Description (Do not use any symbols): 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.	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.

Graded

☐ Gen Ed Categories	☐ CR/NC	☐ Repeatable for up to
☐ Lab Fee Required	☒ A - F	_____ units
	☐ Optional (Student's choice)	☐ Multiple Enrollment in same semester

Graded

☐ Gen Ed Categories	☐ CR/NC	☐ Repeatable for up to
☐ Lab Fee Required	☒ A - F	_____ units
	☐ Optional (Student's choice)	☐ Multiple Enrollment in same semester

☐ American Institutions, Title V Section 40404: ☐Government ☐US Constitution ☐US History (Refer to EO 405, for more information at: http//senate.csuci.edu/comm/curriculum/resources.htm
☒ Service Learning Course

2. **Mode of instruction (Hours per Unit are defaulted for you)**   Hegis Code(s)_____
(Provided by the Dean)

Existing

	Units	Hours Per Unit	Benchmark Enrollment	Graded
Lecture	**2**	**2**	**30**	☒
Seminar	_____	**1**	_____	☐
Lab	_____	**3**	_____	☐
Activity	**1**	**2**	**30**	☒
Field Studies	_____		_____	☐
Indep Study	_____		_____	☐
Other blank	_____		_____	☐

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded	CS# Units (filled out by Dean)
Lecture	**2**	**2**	**30**	☒	_____
Seminar	_____	**1**	_____	☐	_____
Lab	_____	**3**	_____	☐	_____
Activity	**1**	**2**	**30**	☒	_____
Field Studies	_____		_____	☐	_____
Indep Study	_____		_____	☐	_____
Other blank	_____		_____	☐	_____

3. **Course Content in Outline Form if Being Changed.** *[Be as brief as possible, but use as much space as necessary]*

OLD	NEW

4. **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]*

OLD	NEW
Required course for the Early Childhood Studies Program.	Required course for the Early Childhood Studies Program.
Students who successfully complete this course will be able to:	Students who successfully complete this course will be able to:
1. Describe the historical origins of child development	1. Describe the historical origins of child development
2. Identify key concepts from theories of 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	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	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	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	6. Discuss the implications of typical and atypical development for infant/toddler and preschool/early elementary settings

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

OLD 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.

NEW 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.

6. **Indicate Changes and Justification for Each.** *[Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*
   - ☐ Course title
   - ☐ Prefix/suffix
   - ☐ Course number
   - ☐ Units
   - ☐ Staffing formula and enrollment limits
   - ☒ Prerequisites/corequisites

☐ Catalog description
☐ Course content
☐ References
☐ GE
☐ Other

Justification: Psychology does not plan to offer Psy 210 any longer.

7. ☐ **General Education Categories**: All courses with GE categories notations (including deletions) must be processed at 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)   ☐
UD Interdisciplinary   ☐

8. **New Resources Required. YES ☐ NO ☒**
   If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

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

   b.   Library needs

   c.   Facility/space needs

9. **Will this course modification alter any degree, credential, certificate, or minor in your program? YES ☐ NO ☒**
   If, YES attach a program modification form for all programs affected.

10. **Effective Date (Semester and Year – all modifications submitted prior to November 5th will be effective in the Fall 2008 catalog**): Fall 2008

Elizabeth Quintero   10-31-07
_____   _____
Proposer of Course Modification   Date

Approval Sheet

Program/Course: Early Childhood Studies/ECS 325

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.

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 Learning and Engagement Director		
	Signature	Date

Center for Civic Engagement and Service Learning Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

Dean of Faculty		
	Signature	Date