

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

DATE 5/17/06  
PROGRAM AREA EARLY CHILDHOOD STUDIES

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

Prefix ECS Course# 460 Title INFANT/TODDLER ASSESSMENT & INTERVENTION Units (3)

3 hours lecture per week

hours lecture per week

Prerequisites ECS 320, ECS 325, SPED 345

Corequisites ECS 461

Description Focus on the developmental and ecological principles of assessment and teaching strategies for infants, toddlers, and young children, ages birth to three, and their families. This course will prepare students to plan and implement individualized, developmentally and culturally appropriate assessment and curricular/teaching strategies for very young children with and without disabilities in diverse settings with a focus on cognitive, social-emotional, language, and physical development. Infant/toddler transition planning to preschool.

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	3	1	25	<input checked="" type="checkbox"/>	_____
Seminar	_____	_____	_____	<input type="checkbox"/>	_____
Laboratory	_____	_____	_____	<input type="checkbox"/>	_____
Activity	_____	_____	_____	<input 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. Complete an ecological assessment of infants and toddlers in their natural environments
2. Plan and develop assessments of infants and toddlers
3. Plan parent conferences
4. Design developmentally appropriate and culturally relevant natural learning environments for infants and toddlers
5. Design supportive schedules and routines for infants and toddlers
6. Evaluate curricular/teaching strategies for infants and toddlers with and without disabilities with a focus on cognitive, social-emotional, language, and physical development
7. Plan transitions between settings for infants and toddlers and their families
8. 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.]*

Bagnato, S. J., Neisworth, J. T., & Munson, S. M. (1997). Linking assessment and early intervention: An authentic curriculum-based approach. Baltimore, MD: Brookes Publishing.

Guralnick, M. J. (2001). Early childhood inclusion. Baltimore, MD: Brookes Publishing.

McLean, M., Wolery, M., & Bailey, D. B. (2004). Assessing infants and preschoolers with special needs. Upper Saddle River: Pearson.

O'Brien, M. (1997). Inclusive child care for infants and toddlers: Meeting individual and special needs. Baltimore, MD: Brookes Publishing.

Pretti-Frontczak, K., & Bricker, D. (2004). An activity-based approach to early intervention. Baltimore, MD: Brookes Publishing.

**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

