

**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# 468 Title EARLY NUMERACY & LITERACY FOR CHILDREN AGES 3-8:
MULTICULTURAL/MULTILINGUAL Units (3)
3 hours lecture per week
hours lecture per week

- Prerequisites ECS 320, ECS 325, ENGL 312,
- Corequisites ECS 470, ECS 471

Description Focus on the principles, assessment, and methods of early numeracy and literacy development for children ages three through eight years; with a specific emphasis on English learners, children with special needs, and exceptional learners; issues of multiculturalism and multilingualism are infused throughout the course.

- | | | |
|---|---|--|
| <input type="checkbox"/> Gen Ed | Graded
<input type="checkbox"/> CR/NC | <input type="checkbox"/> Repeatable for up to units |
| Categories
<input type="checkbox"/> Lab Fee Required | <input checked="" type="checkbox"/> A - F
<input type="checkbox"/> Optional (Student's choice) | Total Completions Allowed
<input type="checkbox"/> 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. Develop emergent literacy skills in three- to five-year olds
2. Develop emergent literacy skills in six- to eight-year olds
3. Develop numeracy skills in three- to five-year olds
4. Develop numeracy skills in six- to eight-year olds
5. Incorporate principles of teaching literacy and numeracy for English learners and students with special needs into teaching practice
6. Design multicultural/multilingual learning environments that are reflective of the homes and communities of the children and their families

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. Development of emergent literacy skills in three- to five-year olds
2. Development of emergent literacy skills in school-age children
3. Development of numeracy skills in three- to five-year olds
4. Development of numeracy skills in school-age children
5. Principles of teaching literacy and numeracy for English learners and students with special needs into teaching practice
6. Development of multicultural/multilingual learning environments that are reflective of the homes and communities of the children and their families

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:

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

Au, K. C. (1993). Literacy instruction in multicultural settings. Belmont, CA: Wadsworth/Thompson Learning.

Baroody, A. J., & Dowker, A. (2003). The development of arithmetic concepts and skills: Constructive adaptive expertise. Mahwah, NJ: Lawrence Erlbaum Associates.

Haager, D., Dimino, J. A., & Windmueller, M. P. (2006). Interventions for reading success. Baltimore, MD: Brookes Publishing.

Leafstedt, J. M., Richards, C. R., Gerber, M. M. (2004). Effectiveness of explicit phonological awareness instruction for at-risk English learners. Learning Disabilities Research & Practice, 19(4), 251-261.

Miura, I. T., & Okamoto, Y. (2003). Language supports for mathematics understanding and performance. In A. J. Baroody & A. Dowker (Eds.), The development of arithmetic concepts and skills: Constructive adaptive expertise, pp. 229-242. Mahwah, NJ: Lawrence Erlbaum Associates.

8. List Faculty Qualified to Teach This Course.

Dr. Jill Leafstedt, Dr. Merilyn Buchanan, Dr. Manuel Correia

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

