

**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# 470 Title PRESCHOOL/PRIMARY ASSESSMENT & TEACHING STRATEGIES Units (3)  
3 hours lecture per week  
hours lecture per week

- Prerequisites ART 102, ECS 325, ECS 330, HLTH, 322, PHED 302, SPED 345
- Corequisites ECS 468, ECS 471

Description Focus on the developmental and ecological principles of assessment and teaching strategies for children, three through eight years of age and their families. Prepares students to plan and implement individualized, developmentally and culturally appropriate assessment and curricular/teaching strategies in preschool and early elementary settings. Assessment and teaching methodologies will focus on the promotion of cognitive and social-emotional development, creative expression and the understanding of social studies and science concepts for diverse children with and without disabilities. Classroom organization and individualized behavioral support strategies will be presented including transition planning from preschool to early elementary settings.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Gen Ed Categories | <input type="checkbox"/> CR/NC                       | <input type="checkbox"/> Repeatable for up to _____ units     |
| <input type="checkbox"/> Lab Fee Required  | <input checked="" type="checkbox"/> A - F            | Total Completions Allowed                                     |
|  | <input type="checkbox"/> Optional (Student's choice) | <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. Design assessments of preschool and primary age children.
2. Describe the child's family and environment(s) to understand the child's learning and development
3. Write assessments and teaching plans
4. Plan parent conferences
5. Design professionally defensible, culturally relevant learning environments, schedules and routines for young children
6. Plan activities that foster creative expression in young children and inquiry learning of social studies and science
9. Plan positive behavior supports for children
10. Incorporate principles of teaching for English learners and students with special needs into teaching practices
11. Plan transition planning from preschool to early elementary settings for 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. Methods of observation, data recording and assessment in preschool and early elementary grades
2. Strategies for interviewing family members and observing in classrooms and programs
3. Ways to summarize assessment results and design programs for preschool and early elementary students
4. Strategies for communicating assessment and planning information to parents in culturally and linguistically responsive ways
5. Examination of learning environments, schedules, and routines for planning purposes
6. Planning and implementation of activities and lessons that facilitate and foster creative expression in young children
7. Planning and implementation of activities and lessons that guide young children’s inquiry in social studies and science
8. Planning and implementation of positive behavior supports for young children
9. Principles of teaching for English learners and students with special needs in planning and teaching
10. Transition planning from preschool to early elementary settings for 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: Education

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

Bentzen, W. (2005). Seeing young children: A guide to observing and recording behavior. Clifton Park, NY: Thompson Delmar.

Harlan, J., & Rivkin, M. (2004). Science experiences for the early childhood years: An integrated approach. Upper Saddle River, NJ: Prentice Hall.

Isabel, R., & Raines, S. (2002). Creativity and the arts with young children. Clifton Park, NY: Thompson Delmar.

Pianta, R. C., & Kraft-Sayre, M. (2003). Successful kindergarten transition: Your guide to connecting children, families, and schools. Baltimore, MD: Brookes Publishing.

Seefeldt, C. (2005). Social studies for the preschool/primary child. Upper Saddle River, NJ: Prentice Hall.

**8. List Faculty Qualified to Teach This Course.**

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.

Joan Karp

\_\_\_\_\_  
Proposer of Course

3/15/2006

\_\_\_\_\_  
Date

# Approval Sheet

Program/Course:

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Program Chair(s)

Date

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General Education Chair(s)

Date

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Curriculum Committee Chair(s)

Date

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Dean of Faculty

Date