CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
COURSE MODIFICATION PROPOSAL
Courses must be submitted by October 15, 2010, and finalized by the end of the fall semester to make the next catalog (2011-12) production

DATE (CHANGE DATE EACH TIME REVISED): 9-18-10; REV 11.22.10; REV 1.12.11
PROGRAM AREA(S) : ECS
Directions: All of sections of this form must be completed for course modifications. Use <mark>YELLOWED</mark> areas to enter data. All documents are stand alone sources of course information.

1. **Course Information.**
[Follow accepted catalog format.] (***Add additional prefixes i f cross-listed***)

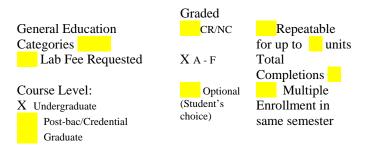| OLD	NEW
Prefix ECS Course# 470 Title Preschool/Primary Assessment and Teaching Strategies Units (3)	Prefix ECS Course# 470 Title Preschool/Primary Assessment and Teaching Strategies Units (3)
3 hours lecture per week	3 hours lecture per week
_____ hours blank per week	_____ hours blank per week
X Prerequisites: ART 102, ECS 325, ECS 330, HLTH 322, PHED 302, SPED 345	X Prerequisites: ECS 320
_____ Consent of Instructor Required for Enrollment	_____ Consent of Instructor Required for Enrollment
X Corequisites: ECS 468, ECS 471	X Corequisites: ECS 468, ECS 471

Catalog Description (Do not use any symbols): 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**.**
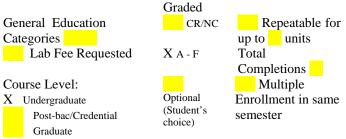
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OLD

General Education Categories _____   Graded _____CR/NC   _____Repeatable for up to _____ units
_____ Lab Fee Requested   X A - F   Total Completions _____
Course Level: _____ Optional (Student's choice)   _____ Multiple Enrollment in same semester
X Undergraduate
_____ Post-bac/Credential
_____ Graduate

NEW

General Education Categories _____   Graded _____ CR/NC   _____ Repeatable for up to _____ units
_____ Lab Fee Requested   X A - F   Total Completions _____
Course Level: _____ Optional (Student's choice)   _____ Multiple Enrollment in same semester
X Undergraduate
_____ Post-bac/Credential
_____ Graduate

2. **Mode of Instruction (Hours per Unit are defaulted)**   Hegis Code(s)_____
(Provided by the Dean)
Existing   **Proposed**

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	3	1	30		Lecture	3	1	30		
Seminar		1			Seminar		1			
Lab		3			Lab		3			
Activity		2			Activity		2			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					

3. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to 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)
    UDIGE/INTD Interdisciplinary
    Meets University Writing Requirement
    Meets University Language Requirement

American Institutions, Title V Section 40404:   Government   US Constitution   US History
Refer to website, Exec Order 405, for more information: http://senate.csuci.edu/comm/curriculum/resources.htm
Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

4. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

OLD

X Requirement for the Major/Minor
    Elective for the Major/Minor
    Free Elective

NEW

X Requirement for the Major/Minor
    Elective for the Major/Minor
    Free Elective

Submit Program Modification if this course changes your program.

5. Student Learning Outcomes. (List in numerical order. You may wish to visit resource information at the following website: http://senate.csuci.edu/comm/curriculum/resources.htm)

Upon completion of the course, the student will be able to: Upon completion of the course, the student will be able to:

OLD
Students who successfully complete the 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 androutines 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

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3. Write assessments and teaching plans
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5. Design professionally defensible, culturally relevant learning environments, schedules androutines for young children
6. Plan activities that foster creative expression in young children and inquiry learning of social studies and science
7. Develop a plan for positive behavioral supports for children
8. Incorporate principles of teaching for English learners and students with special needs into teaching practices
9. Develop plans for transitioning from preschool to early elementary settings for children and their families

6. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD
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 linguisitcally 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
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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.	10. Transition planning from preschool to early elementary settings for children and their families.

Does this course content overlap with a course offered in your academic program? Yes   **No** X
 If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes   **No** X
If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

7. **Cross-listed Courses (Please note each prefix in item No. 1)**
      A. **List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).**
      B. **List each cross-listed prefix for the course:**
      C. **Program responsible for staffing:**

8. **References.** *[Provide 3-5 references]*

    OLD

Anaya, Rudolfo A. (1994). *Bless me, Ultima*. New York: Grand Central Publishing.

Quintero, E.P. (2004). *Problem-posing with Multicultural Children's Literature: Developing Critical, Early Childhood Curricula.* New York: Peter Lang

Seefeldt, C. & Wasik, Barbara A. (2006). *Early education: Three-,four-, and five-year-olds go to school.* Upper Saddle River, NJ:
    Pearson.

NEW

Carr, Margaret (2001) *Assessment in Early Childhood Settings: Learning Stories*. New York: SAGE.

Quintero, Elizabeth P. (2009). Young Children and Story: The Path to Transformative Action in Steinberg, S. (Ed.) *Diversity: A
    Reader*, NY: Peter Lang.

Quintero, Elizabeth P. (2008) Learning from students' stories. In Lourdes Diaz Soto and Haroon Kharem (Eds.) *Teaching
    Bilingual/Bicultural Children:
    Teachers Talk about Language and Learning.* NY: Peter Lang.

9. **Tenure Track Faculty qualified to teach this course.**
   Dr. Elizabeth Quintero

10. **Requested Effective Date or First Semester offered: Fall 2011**

11. **New Resource Requested: Yes**   **No** X
  If YES, list the resources needed.

   A. **Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)**
     Audio visual, computer and projector
   B. **Library Needs (streaming media, video hosting, databases, exhibit space, etc.)**
     Streaming media
   C. **Facility/Space/Transportation Needs:**

Movable chairs and tables

D. Lab Fee Requested: Yes ▮ **No** X **(Refer to the Dean's Office for additional processing)**

E. Other. ▮

12. 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	▮ Course Content
▮ Prefix/suffix	▮ Course Learning Outcomes
▮ Course number	▮ References
▮ Units	▮ GE
▮ Staffing formula and enrollment limits	▮ Other ▮
X Prerequisites/Corequisites	▮ Reactivate Course
▮ Catalog description	
▮ Mode of Instruction	

Justification: ECS 330 does not exist. This should have been ECS 320.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ▮ **No** X

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: October 4, 2010 of preceding year.

Priority deadline for Course Proposals and Modifications: October 15, 2010.

Last day to submit forms to be considered during the current academic year: April 15th.

Elizabeth Quintero   9-18-10
_____   _____
Proposer(s) of Course Modification   Date
Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: ▮

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 Engagement Director		
	Signature	Date

Center for Civic Engagement and Service Learning Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

Dean of Faculty		
	Signature	Date