California State University Channel Islands
NEW COURSE PROPOSAL
Courses must be submitted by October 15, 2011, and finalized by the end of the fall semester for the next catalog production.
Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date)*)	9-30-2011; REV 10.27.11
PROGRAM AREA(S)	SCHOOL OF EDUCATION—MA IN EDUCATION

1. Course Information. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) **and Course No. EDCI 630**

Title: ADVANCED ISSUES IN EARLY CHILDHOOD STUDIES   **Units: 3**

x Prerequisites Acceptance in to a Masters of Education Program

    Corequisites

x Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols):

Investigation into discourses of early childhood development and learning and schooling. The construct of Developmentally Appropriate Practice, supporting consideration of the whole child in research, policy, and educational reforms, will be examined. Culturally Relevant theoretical frameworks and practices, focusing on children's cultural knowledge, prior experiences, and performance styles to make learning more appropriate and effective, will also be addressed.

Grading Scheme:

x A-F Grades

    Credit/No Credit
    Optional (Student Choice)

Repeatability:

    Repeatable for a maximum of   units

Total Completions Allowed

    Multiple Enrollment in Same Semester

Course Level Information:

    Undergraduate

    Post-Baccalaureate/Credential

x Graduate

Mode of Instruction/Components (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the e n)
Lecture	3	1	20	x	
Seminar					
Laboratory					
Activity					
Field Studies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.

3 hours lecture per week

    hours blank per week   Is this course delivered online? Yes_____ No_x___

2. 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).

3.   Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)

In order to prepare future early educators for the changing teaching environment knowledge must address the multiplicity of both unique early childhood discourses and larger discourses of formal schooling. Applying both Developmentally Appropriate Practice and Culturally Relevant Teaching theories of practice in early education professional work requires a complex repertoire of developmental, cultural, and curricular knowledge so that they can "adapt" policymakers' reforms "to [their] learners' needs. Teachers and professionals working with children and families must also address policymakers' expectations for academic achievement in their everyday practices in a way that is developmentally and culturally appropriate.

B.   Degree Requirement: Requirement for the Major/Minor   **Note: Submit Program Modification if**
    x Elective for the Major/Minor   **this course changes your program**.
    Free Elective

4.   Student Learning Outcomes. (*List in numerical order. You may wish to use the following resource in utilizing measurable verbs: http://senate.csuci.edu/comm/curriculum/resources.htm*)
    Upon completion of the course, the student will be able to:

a. Describe a range of research findings about the frameworks of Developmentally Appropriate Practice and Culturally Relevant Teaching
b. Articulate ways these paradigms of Early Childhood Studies research and practice influence curricula for young children, working with families, and advocacy at the policy level for programs for young children
c. Create a curriculum for an identified age group of children that combines the two paradigms of Developmentally Appropriate Practice and Culturally Relevant Teaching
d. Design a study focusing on one of the paradigms and working with families of young children
e.   Make an Action Plan for policy advocacy using one of the two frameworks addressed through the class

5.   Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

a. The history of Developmentally Appropriate Practice, including the research foundations and current practice in ECS in the US and internationally
b. The history of Culturally Relevant Teaching, including the research foundations and current practice in ECS in the US and internationally
c. Study of advanced issues in curriculum for children birth through age 8
d. Study of advanced issues in parent involvement, parent education, and parent advocacy, including a pilot study addressing a new area of information focusing on families in California
e. Design of an action plan for policy advocacy for a selected area of Early Childhood Studies
f. Synthesis of the issues of the course for a personal research agenda in Early Childhood Studies

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.

6. **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).
      List each cross-listed prefix for the course: `      `

   B. Program responsible for staffing:

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

   Cochran-Smith, M., Davis, D., & Fries, K. (2004). Multicultural teacher education: research, practice, and policy. In Banks, J. A. (Ed.), *Handbook of research in multicultural education* (2nd ed., pp. 931–936). San Francisco: Jossey-Bass.

   Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington, DC: National Association for the Education of Young Children.

   Day, C. (2004). *A passion for teaching*. Routledge: New York.

   Denzin, N. K., & Lincoln, Y. S. (2003). The discipline and practice of qualitative research. In N. K. Denzin and Y. S. Lincoln (Eds.). *Collecting and Interpreting Qualitative Materials* (2nd edition) (pp.1-45). Thousand Oaks, CA: SAGE Publications.

   Ladson-Billings, G. (2006). Yes, but how do we do it? Practicing culturally relevant pedagogy. In J. Landsman & C. W. Lewis (Eds.), *White teachers/diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism* (pp. 29-42). Sterling, VA: Stylus.

8. **Tenure Track Faculty Qualified to Teach This Course.**

   Elizabeth P. Quintero, Ed. D.
   Manuel Correia, Ph.D.

9. **Requested Effective Date:** Fall 2012
   First semester offered:

10. **New Resources Requested. Yes** `    ` **No** x
    If YES, list the resources needed.

    A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)
    `      `

    B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs

D. Lab Fee Requested (please refer to Dean's Office for additional processing) **Yes** ▮   **No** x

E. Other

11. Will this new course 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 1, 2011 of preceding year.
Priority deadline for Course Proposals and Modifications: October 15, 2011, of preceding year.
Last day to submit forms to be considered during the current academic year: April 15th.

Elizabeth P. Quintero   9-30-2011

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)   Date

Approval Sheet

Program/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.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

General Education Chair		
	Signature	Date

Center for International Affairs Director		
	Signature	Date

Center for Integrative Studies Director		
	Signature	Date

Center for Multicultural Engagement Director		
	Signature	Date

Center for Civic Engagement Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

AVP		
	Signature	Date