

# COURSE MODIFICATION PROPOSAL

**Courses must be submitted by October 15, 2014, and finalized by the end of the fall semester to make the next catalog (2015-16) production**

DATE (CHANGE DATE EACH TIME REVISED): 10/17/2014, REV 11/24/2014

PROGRAM AREA(S): **EARLY CHILDHOOD STUDIES, ECS 325**

**Directions: All of sections of this form must be completed for course modifications. Use YELLOWED areas to enter data. All documents are stand alone sources of course information.**

## 1. Indicate Changes and Justification for Each. [Mark all change areas that apply]

<input type="checkbox"/> Course title	<input type="checkbox"/> Course Content
<input type="checkbox"/> Prefix/suffix	<input type="checkbox"/> Course Learning Outcomes
<input type="checkbox"/> Course number	<input type="checkbox"/> References
<input type="checkbox"/> Units	<input type="checkbox"/> GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input checked="" type="checkbox"/> Other Updated faculty to teach the course
<input checked="" type="checkbox"/> Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
<input type="checkbox"/> Catalog description	
<input type="checkbox"/> Mode of Instruction	

### Justification:

(Please provide justification(s) for each marked item above). Be as brief as possible but use as much space as necessary.]:

This course must be taken with ECS 320 in order to combine student teaching efforts and benefit from learning from content in ECS 320 simultaneously

## 2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

### OLD

Prefix ECS Course# 325 Title Typical and Atypical Development: Birth – Age 8, Units (3)  
2 hours lecture per week  
2 hour activity per week

X Prerequisites: ECS/PSY 150

☐ Consent of Instructor Required for Enrollment  
Corequisites: ☐

**Catalog Description** Focus on typical and atypical development from infancy through eight years of age with an emphasis on the cognitive, social-emotional, language, and physical domains of development. Theories of typical and atypical child development are discussed with implications for applied contexts, including infant/toddler and preschool/early elementary settings. The contexts of development, including families, schools, communities, and culture are presented. Thirty hours of field experience in early childhood settings is required. Fingerprint clearance is required.

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

### NEW

Prefix ECS Course# 325 Title Typical and Atypical Development: Birth – Age 8, Units (3)  
2 hours lecture per week  
2 hour activity per week

Prerequisites: ECS/PSY 150

X Corequisite **Concurrent enrollment with ECS 320**

☐ Consent of Instructor Required for Enrollment  
Corequisites: ☐

**Catalog Description):** Focus on typical and atypical development from infancy through eight years of age with an emphasis on the cognitive, social-emotional, language, and physical domains of development. Theories of typical and atypical child development are discussed with implications for applied contexts, including infant/toddler and preschool/early elementary settings. The contexts of development, including families, schools, communities, and culture are presented. Thirty hours of field experience in early childhood settings is required. Fingerprint clearance is required.

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

### 3. 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	<u>2</u>	<u>1</u>	<u>30</u>	X	Lecture	<u>2</u>	<u>1</u>	<u>30</u>	X	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity	<u>1</u>	<u>2</u>	<u>30</u>	X	Activity	<u>1</u>	<u>2</u>	<u>30</u>	X	
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					

### 4. 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).

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

#### **OLD**

Required course for the Early Childhood Studies Program.

#### **NEW**

Required course for the Early Childhood Studies Program.

X Requirement for the Major/Minor

Elective for the Major/Minor

X Requirement for the Major/Minor

Elective for the Major/Minor

**Submit Program Modification if this course changes your program.**

**6. 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:

**OLD**

Students who successfully complete this course will be able to:

1. Describe the historical origins of child development
2. Identify key concepts from theories of development
3. Describe the typical developmental characteristics of children birth through eight years of age in language, social-emotional, cognitive, and physical domains
4. Identify the atypical developmental characteristics of children birth through eight years of age in language, social-emotional, cognitive, and physical domains
5. Explain the contexts and influences of development, including families, schools, communities, and culture
6. Discuss the implications of typical and atypical development for infant/toddler and preschool/early elementary settings

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

**NEW**

Students who successfully complete this course will be able to:

1. Describe the historical origins of child development
2. Identify key concepts from theories of development
3. Describe the typical developmental characteristics of children birth through eight years of age in language, social-emotional, cognitive, and physical domains
4. Identify the atypical developmental characteristics of children birth through eight years of age in language, social-emotional, cognitive, and physical domains
5. Explain the contexts and influences of development, including families, schools, communities, and culture
6. Discuss the implications of typical and atypical development for infant/toddler and preschool/early elementary settings

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

**OLD**

1. The study of child development
2. Theories of development
3. Infancy
4. The development of attachment and infant-caregiver relations
4. The achievements of the first year: perception and movement, cognition, and social relationships
5. Early childhood language acquisition
6. Young children's thinking
7. Social development in early childhood
8. Cognitive and social development in middle childhood
8. Contexts and influences of development: families, schools, communities, and culture
9. Implications for infant/toddler and preschool/early elementary settings

**NEW**

1. The study of child development
2. Theories of development
3. Infancy
4. The development of attachment and infant-caregiver relations
4. The achievements of the first year: perception and movement, cognition, and social relationships
5. Early childhood language acquisition
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7. Social development in early childhood
8. Cognitive and social development in middle childhood
8. Contexts and influences of development: families, schools, communities, and culture
9. Implications for infant/toddler and preschool/early elementary settings

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒

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 ☒

If YES, what course(s) and provide a justification of the overlap. ☐

Overlapping courses require Chairs' signatures.

**8. 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:

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

**NEW**

Gutierrez-Ciellen, V. F., & Simon-Cerejido, G., Sweet, M. (2011). Predictors of second language acquisition in Latino children with specific language impairment. *American Journal of Speech-Language Pathology* 21:64-77.

Guttentag, C. L., Landry, S. H., Williams, J. M., Baggett, K. M., Noria, C. W., Borkowski, J. G., Swank, P. R., Farris, J. R., Crawford, A., Lanzi, R. G., Carta, J. J., Warren, S. F., & Ramey, S. L. (2014, January 20). "My Baby & Me": Effects of an Early, Comprehensive Parenting Intervention on At-Risk Mothers and Their Children. *Developmental Psychology*.

Fox, S. E., Levitt, P., & Nelson, C. A. (2010). How the timing and quality of early experiences influence the development of brain architecture. *Child Development*: 81:28-40

**OLD**

Cole, M., Cole, S. R., & Lightfoot, C. (2005). *The development of children*. New York: Worth.

Howard, V. F., Williams, B. F., & Lepper, C. (2005). *Very young children with special needs: A formative approach for today's children*. Upper Saddle River, NJ: Pearson Education.

Miller, P. H. (2002). *Theories of developmental psychology*. New York: Worth Publishers.

Siegler, R. S., & Alibali, M. W. (2005). *Children's thinking*. Upper Saddle River, NJ: Prentice-Hall.

**NEW** Cole, M., Cole, S. R., & Lightfoot, C. (2005). *The development of children*. New York: Worth.

Howard, V. F., Williams, B. F., & Lepper, C. (2005). *Very young children with special needs: A formative approach for today's children*. Upper Saddle River, NJ: Pearson Education.

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Siegler, R. S., & Alibali, M. W. (2005). *Children's thinking*. Upper Saddle River, NJ: Prentice-Hall.

**10. Tenure Track Faculty qualified to teach this course.**

Dr. Elizabeth Quintero, **Dr. Carola Matera**

**11. Requested Effective Date or First Semester offered: Fall 2015**

**12. New Resource Requested: Yes ☐ No ☒**

If YES, list the resources needed.

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

Audio visual, computer with projector

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

streaming media

**C. Facility/Space/Transportation Needs:**

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

**E. Other.**

**14. Will this course modification alter any degree, credential, certificate, or minor in your program?** Yes ☐ No ☒

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

Priority deadline for New Minors and Programs: **October 1, 2014** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2014**.

Last day to submit forms to be considered during the current academic year: **April 15<sup>th</sup>**.

Carola Matera

**10-17-14**

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Proposer(s) of Course Modification

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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		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

Dean of Faculty		
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Signature

Date