Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 9-12

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. **Indicate Changes and Justification for Each.** *[Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

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

Justification: Title change due to terminology changes in the field in order to more accurately reflect content

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

OLD	NEW
Prefix ECS Course# 460	Prefix ECS 460 Course# 460
Title Infant/Toddler Assessment & Intervention Units (3)	Title Infant/Toddler Educaring: Learning and Assessment Units (3)
3 hours lecture per week	3 hours lecture per week
____ hours blank per week	____ hours blank per week
x Prerequisites: ECS 320, ECS 325, SPED 345	x Prerequisites: ECS 320, ECS 325, SPED 345
____ Consent of Instructor Required for Enrollment	____ Consent of Instructor Required for Enrollment
x Corequisites: ECS 461	x Corequisites: ECS 461
Catalog Description (Do not use any symbols):	**Catalog Description** (Do not use any symbols)**:**
Description Focus on the developmental and ecological principles of assessment and teaching strategies for infants, toddlers, and young children, ages birth to three, and their families. This course will prepare students to plan and implement individualized, developmentally and culturally appropriate assessment and curricular/teaching strategies for very young children with and without disabilities in diverse settings with a focus on cognitive, social-emotional, language, and physical development. Infant/toddler transition planning to preschool	Description Focus on the developmental and ecological principles of assessment and teaching strategies for infants, toddlers, and young children, ages birth to three, and their families. This course will prepare students to plan and implement individualized, developmentally and culturally appropriate assessment and curricular/teaching strategies for very young children with and without disabilities in diverse settings with a focus on cognitive, social-emotional, language, and physical development. Infant/toddler transition planning to preschool
General Education Categories:	General Education Categories:
Grading Scheme (Select one below):	Grading Scheme (Select one below):
x A – F	x A – F
Credit/No Credit	Credit/No Credit
Optional (Student's Choice)	Optional (Student's Choice)
Repeatable for up to ____ units	Repeatable for up to ____ units
Total Completions	Total Completions
Multiple Enrollment in Same Semester Y/N	Multiple Enrollment in Same Semester Y/N
Course Level:	Course Level:
x Undergraduate	x Undergraduate
Post-Baccalaureate	Post-Baccalaureate
Graduate	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
Lecture	**3**	**1**	**25**	x
Seminar		**1**		
Lab		**3**		
Activity		**2**		
Field Studies				
Indep Study				
Other blank				
Online				

	Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	**3**	**1**	**25**	x	
Seminar		**1**			
Lab		**3**			
Activity		**2**			
Field Studies					
Indep Study					
Other blank					
Online					

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.

x Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

NEW
Required course for the Early Childhood Studies Program.

x Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

Submit Program Modification if this course changes your program.

6. **Student Learning Outcomes.** (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: *http://senate.csuci.edu/comm/curriculum/resources.htm*. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

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

OLD
1. Complete an ecological assessment of infants and toddlers in their natural environments
2. Plan and develop assessments of infants and toddlers
3. Plan parent conferences
4. Design developmentally appropriate and culturally relevant natural learning environments for infants and toddlers
5. Design supportive schedules and routines for infants and toddlers
6. Evaluate curricular/teaching strategies for infants and toddlers with and without disabilities with a focus on cognitive, socialemotional, language, and physical development
7. Plan transitions between settings for infants and toddlers and their families
8. Identify the linguistic/cultural preferences and socioeconomic influences of family resources, concerns, and priorities

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

NEW
1. Complete an ecological assessment of infants and toddlers in their natural environments
2. Plan and develop assessments of infants and toddlers
3. Plan parent conferences
4. Design developmentally appropriate and culturally relevant natural learning environments for infants and toddlers
5. Design supportive schedules and routines for infants and toddlers
6. Evaluate curricular/teaching strategies for infants and toddlers with and without disabilities with a focus on cognitive, socialemotional, language, and physical development
7. Plan transitions between settings for infants and toddlers and their families
8. Identify the linguistic/cultural preferences and socioeconomic influences of family resources, concerns, and priorities

7. **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 for infants and toddlers
2. Strategies for interviewing family members and observing in center-based, community, and home settings
3. Ways to summarize assessment results and design developmentally and culturally responsive interventions for infants and toddlers with and without special needs
4. Strategies for communicating assessment and planning information to parents in culturally and linguistically responsive ways
5. Examine interactions and natural learning environments, schedules and routines for planning, assessment, and intervention purposes
6. Plan and implement developmentally supportive schedules and routines for infants and toddlers
7. Plan and implement curricular/teaching strategies for infants and toddlers with and without disabilities with a focus on cognitive, social-emotional, language, and physical development
8. Transition planning between settings for infants and toddlers and their families
9. Examine linguistic/cultural preferences and socioeconomic influences of family resources, concerns, and

NEW
1. Methods of observation, data recording and assessment for infants and toddlers
2. Strategies for interviewing family members and observing in center-based, community, and home settings
3. Ways to summarize assessment results and design developmentally and culturally responsive interventions for infants and toddlers with and without special needs
4. Strategies for communicating assessment and planning information to parents in culturally and linguistically responsive ways
5. Examine interactions and natural learning environments, schedules and routines for planning, assessment, and intervention purposes
6. Plan and implement developmentally supportive schedules and routines for infants and toddlers
7. Plan and implement curricular/teaching strategies for infants and toddlers with and without disabilities with a focus on cognitive, social-emotional, language, and physical development
8. Transition planning between settings for infants and toddlers and their families
9. Examine linguistic/cultural preferences and socioeconomic influences of family resources, concerns, and

priorities   priorities

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.

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]*
   OLD
Bagnato, S. J., Neisworth, J. T., & Munson, S. M. (1997). Linking assessment and early intervention: An authentic curriculum-based approach. Baltimore, MD: Brookes Publishing.
Guralnick, M. J. (2001). Early childhood inclusion. Baltimore, MD: Brookes Publishing.
McLean, M., Wolery, M., & Bailey, D. B. (2004). Assessing infants and preschoolers with special needs. Upper Saddle River: Pearson.
O'Brien, M. (1997). Inclusive child care for infants and toddlers: Meeting individual and special needs. Baltimore, MD: Brookes Publishing.
Pretti-Frontczak, K., & Bricker, D. (2004). An activity-based approach to early intervention. Baltimore, MD: Brookes Publishing.

NEW
Guralnick, M. J. (2001). Early childhood inclusion. Baltimore, MD: Brookes Publishing.
McLean, M., Wolery, M., & Bailey, D. B. (2004). Assessing infants and preschoolers with special needs. Upper Saddle River: Pearson.
Gonzalez-Mena, Janet (2008). *Infants, Toddlers and Caregivers*. New York: McGraw Hill Higher Education.
Gerber, Magda (2003). *Dear Parent: Caring for Infants With Respect* (2nd Edition)
New York: Resources for Infant Educators (RIE).

10. **Tenure Track Faculty qualified to teach this course.**
    Dr. Elizabeth Quintero, Dr. Carola Matera

11. **Requested Effective Date or First Semester offered: Fall 2013**

12. **New Resource 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: Yes** ▮   **No** x   **(Refer to the Dean's Office for additional processing)**
    E. **Other.** ▮

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 1, 2012 of preceding year.
    Priority deadline for Course Proposals and Modifications: October 15, 2012.
    Last day to submit forms to be considered during the current academic year: April 15th.

Dr. Elizabeth Quintero   <mark>9-22-12</mark>
_____   _____
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.

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 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

AVP		
	Signature	Date