

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**COURSE MODIFICATION PROPOSAL**

**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): 9-22-2012; REV 10.18.12

PROGRAM AREA(S): ECS

**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 and follow with justification. Be as brief as possible but, use as much space as necessary.]*

- |   |   |
|---|---|
| <input checked="" 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 type="checkbox"/> Other <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Prerequisites/Corequisites  | <input type="checkbox"/> Reactivate Course              |
| <input type="checkbox"/> Catalog description                    |   |
| <input type="checkbox"/> Mode of Instruction                    |   |

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

**2. Course Information.**

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

OLD	NEW
Prefix ECS Course# 470	Prefix ECS Course# 470
Title	Title
Preschool/Primary Assessment and Teaching Strategies	Teaching and Learning in Preschool/Primary: Integrated Curriculum and Assessment
Units (3)	Units (3)
3 hours lecture per week <input type="checkbox"/> hours blank per week	3 hours lecture per week <input type="checkbox"/> hours blank per week
x Prerequisites: ECS 320 <input type="checkbox"/> Consent of Instructor Required for Enrollment x Corequisites: ECS 468, ECS 471	x Prerequisites: ECS 320, ECS 325, SPED 345 <input type="checkbox"/> Consent of Instructor Required for Enrollment x Corequisites: ECS 468, ECS 471
<b>Catalog Description</b> (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.	<b>Catalog Description</b> (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.

General Education Categories: ☐  
Grading Scheme (Select one below):

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Grading Scheme (Select one below):

☐ x A – F  
☐ Credit/No Credit  
☐ Optional (Student's Choice)  
 Repeatable for up to  units  
 Total Completions   
 Multiple Enrollment in Same Semester Y/N   
 Course Level:  
☒ Undergraduate  
☐ Post-Baccalaureate  
☐ Graduate

☐ x A – F  
☐ Credit/No Credit  
☐ Optional (Student's Choice)  
 Repeatable for up to  units  
 Total Completions   
 Multiple Enrollment in Same Semester Y/N   
 Course Level:  
☒ Undergraduate  
☐ Post-Baccalaureate  
☐ 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>3</u>	<u>1</u>	<u>25</u>	x	Lecture	<u>3</u>	<u>1</u>	<u>25</u>	<u>X</u>	
Seminar	<input type="text"/>	<u>1</u>	<input type="text"/>	<input type="text"/>	Seminar	<input type="text"/>	<u>1</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lab	<input type="text"/>	<u>3</u>	<input type="text"/>	<input type="text"/>	Lab	<input type="text"/>	<u>3</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Activity	<input type="text"/>	<u>2</u>	<input type="text"/>	<input type="text"/>	Activity	<input type="text"/>	<u>2</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Field Studies	<input type="text"/>		<input type="text"/>	<input type="text"/>	Field Studies	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>
Indep Study	<input type="text"/>		<input type="text"/>	<input type="text"/>	Indep Study	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>
Other blank	<input type="text"/>		<input type="text"/>	<input type="text"/>	Other blank	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>
Online	<input type="text"/>		<input type="text"/>	<input type="text"/>	Online	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>

### 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**

**Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

**Online Course** (Answer YES if the course is ALWAYS delivered online).

**5. 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.**

**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. 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

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

**NEW**

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
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11. Plan transition planning from preschool to early elementary settings for children and their families

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

**OLD**

Methods of observation, data recording and assessment in preschool and early elementary grades  
Strategies for interviewing family members and observing in classrooms and programs  
Ways to summarize assessment results and design programs for preschool and early elementary students  
Strategies for communicating assessment and planning information to parents in culturally and linguistically responsive ways  
Examination of learning environments, schedules, and routines for planning purposes  
Planning and implementation of activities and lessons that facilitate and foster creative expression in young children  
Planning and implementation of activities and lessons that guide young children's inquiry in social studies and science  
Planning and implementation of positive behavior supports for

**NEW**

Methods of observation, data recording and assessment in preschool and early elementary grades  
Strategies for interviewing family members and observing in classrooms and programs  
Ways to summarize assessment results and design programs for preschool and early elementary students  
Strategies for communicating assessment and planning information to parents in culturally and linguistically responsive ways  
Examination of learning environments, schedules, and routines for planning purposes  
Planning and implementation of activities and lessons that facilitate and foster creative expression in young children  
Planning and implementation of activities and lessons that guide young children's inquiry in social studies and science  
Planning and implementation of positive behavior supports for

young children

Principles of teaching for English learners and students with special needs in planning and teaching  
Transition planning from preschool to early elementary settings for children and their families.

young children

Principles of teaching for English learners and students with special needs in planning and teaching  
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 ☒  
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]

**OLD** 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.

**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.

**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 ☒  
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 ☒ (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 ☒

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 15<sup>th</sup>**.

Dr. Elizabeth Quintero

9-22-2012

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