

# CHAD 191: EARLY CHILDHOOD EDUCATION PRACTICUM

## In Workflow

1. UGSE Chair (sue.hobbs@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
3. ED Dean (dsessoms@skymail.csus.edu)
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8. Catalog Editor (catalog@csus.edu)
9. Registrar's Office (wlindsey@csus.edu)
10. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Tue, 04 Oct 2022 03:36:20 GMT  
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 13 Oct 2022 23:16:32 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 22:16:03 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean

## New Course Proposal

Date Submitted: Mon, 03 Oct 2022 04:23:24 GMT

**Viewing: CHAD 191 : Early Childhood Education Practicum**

**Last edit: Fri, 14 Oct 2022 22:15:55 GMT**

Changes proposed by: Amber Gonzalez (216349602)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
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**Catalog Title:**

Early Childhood Education Practicum

**Class Schedule Title:**

Early Childhood Practicum

**Academic Group: (College)**

ED - Education

**Academic Organization: (Department)**

Undergraduate Studies in Education

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Fall 2023 (2023/2024 Catalog)

**Subject Area: (prefix)**

CHAD - Child and Adolescent Development

**Catalog Number: (course number)**

191

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?**

No

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

The Child and Adolescent Development Program faculty have recently made significant changes to its CHAD BA program, effective Fall 2021. As part of the revision process, program outcomes and some lower and upper division courses were reviewed and revised. We are continuing the process of reviewing the remaining courses that focus on early child education and propose these changes to better align them with new program outcomes and antiracist principles. Additionally, we have aligned our course descriptions, LOs, and signature assignments with the Professional Standards and Competencies for Early Childhood Educators set for by the National Association for the Education of Young Children (NAEYC) and Teaching Performance Expectations (TPEs) competencies that are being updated within the field of Early Childhood Education through the state of California.

This course will meet TPE 6.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Students will utilize classroom experiences to make connections between theory and practice and develop professional behaviors. Students will plan, organize, implement and evaluate classroom activities under the supervision of a CHAD faculty and a qualified early education professional. Reflective practice will be emphasized as students design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Completion of 120 hours of supervised practicum is required.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

Yes

**Prerequisite:**

CHAD 123 and CHAD 133.

**Prerequisites Enforced at Registration?**

Yes

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**Practicum  
Supervision**Practicum Classification**

S2/CS#36 - Independent Study/Field Work/Studio Instruction/Supervised Activity (S-factor=.333 WTU per student enrolled)

**Practicum Units**

2

**Supervision Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Supervision Units**

1

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Apply current research and developmental theories to plan experiences for young children and critically examine societal issues related to the well-being of children and families.	Teaching reflections Portfolio
2	Apply developmentally appropriate, professional competence, and ethical practices in supervised early childhood classrooms and the field of Child and Adolescent Development.	Teaching reflections Diversity statement
3	Plan, implement, and evaluate curriculum based on the needs and interests of young children to engage them in learning.	Teaching reflections Portfolio
4	Use documentation and assessment to monitor children's progress and to adjust learning experiences including dual language learners	Teaching reflections Portfolio
5	Articulate individual professional and educational expectations of professionals in the field.	Resume Diversity statement
6	Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of young children.	Diversity statement Portfolio Teaching Reflections
7	Identify and implement strategies to prevent and/or address young children's challenging behaviors and to help children learn to resolve conflicts	Diversity statement Portfolio
8	Describe strategies for communication and collaboration with staff, families to support young children's development and learning	Diversity statement Teaching reflections
9	Reflect on student teaching experiences to guide future teaching and collaborative practices.	Teaching reflections Diversity statement

10	Describe the responsibilities and expectations of teachers regarding the supervision of and collaboration with other adults in the ECE setting	Teaching reflections Diversity statement
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**Attach a list of the required/recommended course readings and activities:**

CHAD 191 EDCE Practicum.docx

**For whom is this course being developed?**

Majors in the Dept

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

Yes

**Identify the program(s) in which this course is required:**

**Programs:**

BA in Child and Adolescent Development (Early Development, Care, and Education)

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## University Learning Goals

**Undergraduate Learning Goals:**

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world  
Integrative learning  
Personal and social responsibility  
Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## GE Course and GE Goal(s)

**Is this a General Education (GE) course or is it being considered for GE?**

No

Key: 14790