

ORIGINATOR'S SECTION:														
1. College:	Desired Term and Year of Implementation (e.g., Fall 2008):													
<input checked="" type="checkbox"/> CoAS <input type="checkbox"/> CoBA <input type="checkbox"/> CoE	Spring 2011													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* CHAD 450														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Practicum in Early Childhood Education														
6. Abbreviated Title for Banner: (no more than 25 characters, including spaces) Practicum in ECE														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) In this course we will examine caregiving and educational settings for infants, toddlers, preschoolers, and their families, focusing on developmentally-appropriate practices, ethical issues, and legal requirements as they pertain to young children. Students will work at least 45 hours in an appropriate educational setting serving young children and their families. This work will be supplemented by course readings, class discussions, and reflection papers. <i>(See prereqs below)</i>														
9. Why is this course being proposed? As an elective for the new Child and Adolescent Development degree														
10. Mode of Instruction* (See pages 17-23 at http://www.calstate.edu/cim/data-elem-etc/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)														
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align:center;">2</td> <td style="text-align:center;">C-02</td> </tr> <tr> <td>Activity</td> <td style="text-align:center;">1</td> <td style="text-align:center;">S-24</td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	2	C-02	Activity	1	S-24	Lab			
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Lecture	2	C-02												
Activity	1	S-24												
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option. n/a														
13. Course Requires Consent for Enrollment? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input checked="" type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Senior standing and consent of instructor														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
18. Documentation attached:														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a

20. How often will this course be offered once established?* 1-2 times per year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 Elective in new Child and Adolescent Development degree

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	<u>Sharon B. Hamill</u> Signature	<u>9/1/07</u> Date	_____ Support	_____ Oppose
Education Discipline	<u>Kathleen Hyde</u> Signature	<u>10/13/07</u> Date	<input checked="" type="checkbox"/> Support	_____ Oppose

SIGNATURES : (COLLEGE LEVEL) :

Maureen Fitzpatrick 08/30/07
 1. Originator (please print or type name) Date

Sharon B. Hamill 9/1/07
 2. Program Director/Chair Date

Mark Waller 02/07/08
 3. College Curriculum Committee Date

[Signature] 2/12/08
 4. College Dean (or Designee) Date

(UNIVERSITY LEVEL)

_____ _____
 5. UCC Committee Chair Date

_____ _____
 6. Vice President for Academic Affairs (or Designee) Date

_____ _____
 7. President (or Designee) Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

**Practicum in Early Childhood Education
CHAD 450**

Instructor: Maureen Fitzpatrick, Ph.D.
Office: UH 302
Phone: 760-750-8016

Office hours: XXXXXXXX
E-mail: mjfitzpa@csusm.edu

Catalog Description

In this course we will examine caregiving and educational settings for infants, toddlers, preschoolers, and their families, focusing on developmentally-appropriate practices, ethical issues, and legal requirements as they pertain to young children. Students will work at least 45 hours in an appropriate educational setting serving young children and their families. This work will be supplemented by course readings, class discussions, and reflection papers. *Pre-requisite: Consent of instructor.*

Course Objectives

Students completing this course will:

- Understand ethical principles for child development professionals
- Know the licensing and legal requirements for early childhood education
- Investigate the principles of developmentally appropriate practice
- Explore the diverse perspective and professional paths related to early childhood
- Perceive early childhood issues in California within a larger national and international context
- Investigate cultural and familial implications of early childhood programs
- Examine program quality and assessment techniques
- Understand their professional responsibility to actively advocate in the legislative arena for improved standards and services in the early childhood profession
- Work under the supervised direction of an early childhood professional
- Generate appropriate activities to be used in an early childhood setting
- Write reflection papers on their experience in early childhood settings

Student Responsibilities

Textbooks

- Bredenkamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs, revised*. Washington, DC: NAEYC.
- Brewer, J. (2007). *Introduction to early childhood education: Preschool through primary grades* (6th ed). New York: Pearson Education.

Additional Required Readings

- American Psychological Association. (2002). *Ethical principals of psychologists and code of conduct*. Washington, DC: Author.
- Clarke-Stewart, K. A. (1998). Historical shifts and underlying themes in ideas about rearing young children in the United States: Where have we been? Where are we going? *Early Development and Parenting*, 7, 101-117.
- California Department of Education, Child Development Division. (2005). *Desired Results Developmental Profile, Revised*.
- California Department of Education, Child Development Division. (2006). *Desired Results Developmental Profile, Users' Manual*.
- California Department of Social Services (1998). *Manual for Community Care Licensing*. #CCL-98-11.
- Center for the Study of Child Care Employment & California Child Care Resource and Referral Network (2006). *California Early Care and Education Workforce Study: Executive Summary*.
- Civitis. (no date). What grown-ups understand about child development: A national benchmark survey. www.civitis.org.

- NAEYC. (1995). *Many languages, many cultures: Respecting and responding to diversity*—Adapted from the 1995 position statement responding to linguistic and cultural diversity: Recommendations for effective early childhood education.
- NAEYC. (2000). *Still unacceptable trends in kindergarten entry and placement*—Position statement developed by the NAEYC Specialists in State Departments of Education.
- NAEYC. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*—Position Statement.
- NAEYC. (2005). *Code of ethical conduct and statement of commitment*—Position statement of the NAEYC.

Lectures

Although the outline of the lectures is similar to that of the textbook, the content of the lectures will often vary a great deal from the book. Material on the exams will come from both. Comments and questions are *encouraged*. Any handouts given as part of the class become the student's responsibility as well. From time to time, videos will be shown during class to make some of the concepts "come alive." Students are responsible for all material covered throughout the semester, no matter what the source.

Class participation

Attendance in class is *expected*. Group work and discussions during lectures are important aspects of the learning process. Records will be kept of both attendance and participation. Twenty points of your final grade (10%) will be based on attendance and participation. Because in-class exercises cannot be rescheduled, there is no make-up opportunity for missed participation points.

Working in an Early childhood Education Setting

Students will spend a minimum of 45 hours working under the supervision of an early childhood education professional. Students will learn the ethics and developmentally-appropriate practices for young children, will prepare activities for the children, and write reflection papers on their experiences.

Exams

The course is divided into four sections. There will be an exam after each of the first three sections. These section exams will be worth 30 points each (for a total of 40% of your grade). The final exam will be worth 50 points (25% of your grade). Like the section exams, the final exam will consist of short-answer, matching, and multiple-choice questions. In addition, essays will be included. The mandatory final exam will be based on ALL the material covered throughout the semester. The exam will be given on -----

Papers

Along with reading the assigned chapters and additional readings each week, students will submit 8 written reflection papers on the material covered and their experiences in the field settings. These papers will be worth 5 points each for a total of 40 points (20% of the final grade).

Quality of the papers will be assessed using the following university guidelines:

Mechanics, Usage, and Punctuation—Writing exhibits proper grammar, usage, spelling, and punctuation; deviations from convention do not distract from what the student is trying to communicate.

Sentence Structure and Style—Style is appropriate; transitions, varied sentence structure, and appropriate word choices are used to facilitate communication.

Organization and Narrative Clarity—Writing shows deliberate organization of ideas and coherent construction of paragraphs and sections in service to the assignment's goals.

Focus and Development—Writing is focused on the task at hand and exhibits facility in description, analysis, explanation, argumentation, etc. as appropriate to the discipline and assignment.

Overall, writing ability should allow students to participate in advanced levels of study and discourse.

IMPORTANT NOTE

Makeup exams and late papers will only be considered in **EXTRAORDINARY CIRCUMSTANCES**, and **ONLY** with my permission prior to the scheduled exam or due date. No makeup opportunities will be possible for students who do not make arrangements with me beforehand. Note that *"Make arrangements with me..."* does not include leaving an e-mail or voicemail message to which I have not responded.

Student work

Any evidence of cheating (including, but not limited to, plagiarism) will result in a failing grade for that exam or paper and possibly a failing grade for the course. Be sure to familiarize yourself with the university's policies on academic honesty (e.g., plagiarism, cheating) that are fully explained in the *2006-2008 General Catalog* (pp. 77-79).

Students with disabilities

Students requiring reasonable accommodations because of a disability need to contact Disabled Student Services (DSS) in order to make the necessary arrangements. DSS is located in Craven Hall 5205 and can be reached by phone at (760) 750-4905 or (760) 750-4909 (TDD users).

Summary of Grading and Due Dates

Exam #1	30 points	---	---
Exam #2	30 points	---	---
Exam #3	30 points	---	---
Summaries	30 points	Throughout semester	---
Participation	20 points	All semester	---
Final Exam	<u>50 points</u>	---	---
	200 points		

Grades will be based on a 200-point distribution as outlined above.

Grading: A range = 90-100%; B range = 80-89%; C range = 70-79%; D range = 65-69%; F range = < 65%

Minus and plus grading will be used. Note that for Psychology majors a grade of "C" or better is necessary.

Tentative Outline

FOUNDATIONS

		Readings
Week One	Course Overview Historical views	Clarke-Stewart (101-117)
Week Two	Developmentally Appropriate Practice Contexts & Learning	Brewer, Ch 1 B & C (3-30) NAEYC Policy: Diversity
Week Three	Early Care and Education Systems	Brewer, Ch 2 Title 22 California ECE Workforce Study
Week Four	Ethical Issues & Effective Practice	APA Ethical Code NAEYC Ethical Code

CURRICULUM

Week Five	Informed Practice → <i>Midterm 1 (covers weeks 1-4)</i>	Brewer, Ch 3 B & C (33-52)
Week Six	Curricular Issues Approach: theme vs. content Individual differences Lesson Plans	Brewer, Ch 4 B&C (97-136)
Week Seven	Reasonable Expectations of Children	Brewer, Ch 6 DRDP, revised DRDP User's Guide What Grownups Know About Children
Week Eight	Assessment in ECE Settings	Brewer, Ch 7

CONTENT AREAS

Week Nine	Literacy and Language → <i>Midterm 2 (covers weeks 5-7)</i>	Brewer, Ch 9 & 10
Week Ten	Math and Science	Brewer, Ch 11 & 12
Week Eleven	Creativity and Physical Health	Brewer, Ch 13 & 15

ISSUES AND ASSESSMENT

Week Twelve	Assessing ECE Quality → <i>Midterm 3 (covers week 8-11)</i>	Brewer, Ch 5 & 14 NAEYC Policy: ECE Evaluation Improving Child Care Quality
Week Thirteen	Social and Emotional Development	Helping Young Children Succeed
Week Fourteen	Dilemma of Kindergarten Readiness	Still Unacceptable Trends California Kindergarten Standards Promoting School Readiness
Week Fifteen	More Dilemmas Culture & values DAP & academic standards Cost & quality Wrap up and review	Case studies
Week Sixteen	→ <i>Final Exam (Covers entire course)</i>	