

# CHILD AND FAMILY DEVELOPMENT: BIRTH THROUGH KINDERGARTEN LICENSURE GRADUATE CERTIFICATE PROGRAM

	SUMMER (START)	FALL (START)
<b>COURSES</b>	<b>CHFD 6110:</b> Family-Professional Partnerships ( <i>Note: This course can be taken at any time during program</i> )	<b>CHFD 5100:</b> Development: Prenatal to Pre-Adolescence <b>CHFD 6230:</b> Emerging Literacy and Mathematical Understanding
<b>INTASC</b>	6	1,2,3,8
<b>PLACEMENT SPECIFICS</b>	Candidates will complete a clinical project working with an individual family.	Students will complete a minimum of 20 clinical hours for this semester in early childhood settings. These placements should be in diverse sites (i.e., Title I, +60% F/R lunch eligible, or low-performing). Candidates who are employed as a teacher or teacher assistant may complete clinical hours at their own sites. All clinical placements must be approved by the faculty instructor.
<b>DURATION AND COMPLEXITY</b>	<b>CHFD 6110:</b> Family Systems Project: Candidates spend one day shadowing/interviewing a family to learn how the family meets their goals and priorities while promoting the child's development.	<b>CHFD 5100:</b> Candidates complete classroom observations of students with a focus on developmental domains, stages of development, and teaching practices which promote child development and learning. <b>CHFD 6230:</b> Candidates collaborate with teachers to implement a Read-Aloud with young children. Candidates then video tape and reflect upon the lesson with university instructors providing feedback.
<b>FOCUS PRACTICES</b> Council for Exceptional Children, Division for Early Childhood, Recommended Practices, 2014	<b>E1.</b> Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences. <b>TC2.</b> Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions. <b>A3.</b> Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics. <b>INS4.</b> Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.	<b>E1.</b> Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences. <b>TC2.</b> Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions. <b>A3.</b> Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics. <b>INS4.</b> Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.
<b>ASSESSMENT</b>		<b>CHFD 5100:</b> Content evidence (EE2) <b>CHFD 6230:</b> edTPA practice task 1
<b>DISPOSITIONS</b>		<b>CHFD 5100:</b> Self-Assessment 1 Disposition (Entry point)
<b>CLINICAL HOURS</b>	Candidates spend meeting and interacting with a family.	20
<b>CLINICAL TRAJECTORY</b>	<b>CHFD 6110:</b> Candidates complete a project working with families. This course may be taken at any time during the program.	<b>CHFD 5100:</b> Candidates are required to observe and analyze developmentally appropriate practices in a pre-kindergarten classroom (this is the first course in the program). CHFD 5100 is foundational to understanding growth and development for young children. Additionally, candidates learn about developmental theory/theorists and make connections about theory to real-life experiences/practices with young children and their families/community. All other courses build upon the knowledge learned in CHFD 5100. <b>CHFD 6230:</b> Candidates begin to work with children on early literacy and mathematic concepts, as well as skills appropriate for their development. Candidates videorecord themselves implementing a lesson with young children, receive feedback from their university instructor, and complete a self-reflection.

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	SPRING	SUMMER (IF NOT A SUMMER START)
<b>COURSES</b>	<b>CHFD 6200:</b> Curriculum and Learning Environments for Young Children <b>CHFD 5250:</b> Assessment of Young Children	<b>CHFD 6110:</b> Family-Professional Partnerships
<b>INTASC</b>	1,2,3,8	6
<b>PLACEMENT SPECIFICS</b>	If taking both courses, students will complete a minimum of 20 clinical hours for this semester in early childhood settings (10 hours for one course). These placements should be in diverse sites (i.e., Title I, +60% F/R lunch eligible, or low-performing). Candidates who are employed as a teacher or teacher assistant may complete clinical hours at their own sites. All clinical placements must be approved by the faculty instructor.	Candidates will complete a clinical project working with an individual family. These placements should be in diverse sites.
<b>DURATION AND COMPLEXITY</b>	<b>CHFD 6200:</b> With permission and support, candidates videorecord themselves teaching an interdisciplinary lesson to young children and reflect on the results. University instructors provide support and feedback. <b>CHFD 5250:</b> With permission and support, candidates collect data over the course of the semester, and examine a range of formal and informal assessments to evaluate and interpret child growth and development. Candidates then analyze the results and plan interventions/next steps.	<b>CHFD 6110:</b> Family Systems Project: Candidates spend one day shadowing/interviewing a family to learn how the family meets their goals and priorities while promoting the child's development.
<b>FOCUS PRACTICES</b> Council for Exceptional Children, Division for Early Childhood, Recommended Practices, 2014	<b>E1.</b> Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences. <b>TC2.</b> Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions. <b>A3.</b> Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics. <b>INS4.</b> Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.	<b>E1.</b> Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences. <b>TC2.</b> Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions. <b>A3.</b> Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics. <b>INS4.</b> Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.
<b>ASSESSMENT</b>	<b>CHFD 5100:</b> Content evidence (EE2) <b>CHFD 6230:</b> edTPA practice task 1	<b>CHFD 6200:</b> edTPA practice task 2 <b>CHFD 5250:</b> edTPA practice task 3
<b>DISPOSITIONS</b>	<b>CHFD 5100:</b> Self-Assessment 1 Disposition (Entry point)	<b>CHFD 5250:</b> Self-Assessment 2 + Instructor Evaluation (Mid-point) Disposition
<b>CLINICAL HOURS</b>	20	20
<b>CLINICAL TRAJECTORY</b>	<b>CHFD 5100:</b> Candidates are required to observe and analyze developmentally appropriate practices in a pre-kindergarten classroom (this is the first course in the program). CHFD 5100 is foundational to understanding growth and development for young children. Additionally, candidates learn about developmental theory/theorists and make connections about theory to real-life experiences/practices with young children and their families/community. All other courses build upon the knowledge learned in CHFD 5100. <b>CHFD 6230:</b> Candidates begin to work with children on early literacy and mathematic concepts, as well as skills appropriate for their development. Candidates videorecord themselves implementing a lesson with young children, receive feedback from their university instructor, and complete a self-reflection.	<b>CHFD 6200</b> and <b>CHFD 5250</b> will typically be taught at the same time so that candidates learn to develop/implement lesson plans, and assess student learning. A significant focus is made on writing objectives, aligning the objectives with standards, and ensuring learning objectives are measured appropriately. In addition, candidates learn to recognize characteristics of developmentally appropriate environments for young children of different ages and to support children who are culturally, linguistically, and ability-diverse.

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FALL	
<b>COURSES</b>	<b>CHFD 6400</b> Student Teaching Seminar: B-K Child and Family Development
<b>INTASC</b>	<b>1-10</b>
<b>PLACEMENT SPECIFICS</b>	
<b>DURATION AND COMPLEXITY</b>	Candidates complete the full-time, 15 week student teaching experience. For a complete description of student teaching requirements and expectations, please review the Student Teaching Internship Handbook provided by the Office of School and Community Partnerships
<b>FOCUS PRACTICES</b> Council for Exceptional Children, Division for Early Childhood, Recommended Practices, 2014	<p><b>E1.</b> Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.</p> <p><b>TC2.</b> Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.</p> <p><b>A3.</b> Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.</p> <p><b>INS4.</b> Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.</p>
<b>ASSESSMENT</b>	Entire edTPA Project CLASS Candidate Exit Survey
<b>DISPOSITIONS</b>	Dispositions assessed by university supervisor.
<b>CLINICAL HOURS</b>	<b>CHFD 6400</b> is the student teaching seminar and students are required to be in an assigned school setting for 35-40 hours each week.
<b>CLINICAL TRAJECTORY</b>	<b>CHFD 6400:</b> The student teaching seminar is the capstone of all courses in this program and takes place in a pre-kindergarten classroom due to edTPA requirements. Candidates integrate and apply information learned in previous coursework during their interactions with young children, their families, and other professionals. Candidates develop, implement, and reflect on their learning experiences. Further, candidates are encouraged to participate in professional development opportunities provided at the school setting, as well as through on-campus seminars.