

# CHILD AND FAMILY DEVELOPMENT: BIRTH THROUGH KINDERGARTEN LICENSURE UNDERGRADUATE PROGRAM

	FALL JUNIOR YEAR	SPRING JUNIOR YEAR
<b>COURSES</b>	<p><b>CHFD 3113:</b> Families as the Core of Partnerships</p> <p><b>CHFD 3112:</b> Supporting Diverse Young Learners</p> <p><b>SPED 4111:</b> Issues in Early Intervention</p> <p><b>SPED 3210:</b> Enhancing the Social-Emotional Development of Young Children in Inclusive Settings</p>	<p><b>CHFD 3114:</b> Responsive Approaches for Infants and Toddlers</p> <p><b>CHFD 3115:</b> An Ecological Approach to Learning and Development</p> <p><b>CHFD 3414:</b> Language, Literacy, and Mathematical Thinking of Young Children</p> <p><b>SPED 4112:</b> Authentic Approaches to the Assessment of Young Children with Disabilities</p>
<b>INTASC</b>	<b>1,2,3,4,5,6,7,8,9,10</b>	<b>1,2,3,4,5,6,7,8,9,10</b>
<b>PLACEMENT SPECIFICS</b>	<p><b>CHFD 3113:</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.</p>	<p><b>CHFD 3114:</b> Candidates spend 15-20 hours observing in an infant/toddler classroom.</p> <p><b>CHFD 3115:</b> Candidates spend a minimum of 12 hours observing in a pre-kindergarten classroom in order to complete EE2 Analysis of Developmentally Appropriate Practices.</p> <p><b>CHFD 3414:</b> Candidates spend 15 hours observing in a Head Start classroom to complete edTPA Practice Task 1.</p> <p><b>SPED 4112:</b> Candidates complete 20 hours observing the screening and assessment procedures in an inclusive early childhood setting.</p>
<b>DURATION AND COMPLEXITY</b>	<p>Candidates will complete a minimum of 10 clinical hours this semester.</p> <p><b>CHFD 3113:</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.</p> <p><b>CHFD 3112:</b> Candidates will complete a Pre-K curriculum observation for a minimum of 3 hours.</p>	<p>Candidates complete approximately 60 hours in clinical experiences throughout the semester. These experiences build on knowledge and skills candidates learn in the previous semester, and begin to move from observation experiences to supervised implementation.</p> <p><b>CHFD 3114:</b> Candidates observe in an infant/toddler classroom.</p> <p><b>CHFD 3115:</b> Candidates spend a minimum of 12 hours observing in a pre-kindergarten classroom.</p> <p><b>CHFD 3414:</b> Candidates spend 15 hours observing in a Head Start classroom to complete edTPA Practice Task 1.</p> <p><b>SPED 4112:</b> Candidates complete 20 hours in an inclusive early childhood setting.</p>
<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>	<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 routines and activities.</p>
<b>ASSESSMENT</b>		<p><b>CHFD 3115:</b> EE2</p> <p><b>CHFD 3414:</b> edTPA Practice Task 1</p>
<b>DISPOSITIONS</b>	<b>CHFD 3112:</b> Self-Assessment for Dispositions	<b>SPED 4112:</b> Faculty Dispositions Assessment Midpoint
<b>CLINICAL HOURS</b>	<p><b>CHFD 3113:</b> Candidates spend one day meeting and interacting with a family.</p> <p><b>CHFD 3112:</b> Candidates spend a minimum of one day observing a Pre-K curriculum.</p>	<p><b>CHFD 3114:</b> Candidates spend 15-20 hours observing in an infant/toddler classroom.</p> <p><b>CHFD 3414:</b> Candidates spend 15 hours observing in a Head Start classroom to complete edTPA Practice Task 1.</p> <p><b>CHFD 3115:</b> Candidates spend a minimum of 12 hours observing in a pre-kindergarten classroom.</p> <p><b>SPED 4112:</b> Candidates complete 20 hours observing the screening and assessment procedures in an inclusive early childhood setting.</p>
<b>CLINICAL TRAJECTORY</b>	<p><b>CHFD 3113:</b> Candidates complete a project working with families. This course is taken in the fall of their junior year.</p> <p><b>CHFD 3112:</b> Candidates complete the Dispositions' self-assessment and complete a Pre-K curriculum observation.</p>	<p><b>CHFD 3114:</b> Candidates observe an infant/toddler classroom.</p> <p><b>CHFD 3414:</b> Candidates observe in a variety of pre-kindergarten settings (e.g., Head Start, child care centers) to complete edTPA Practice Task 1.</p> <p><b>CHFD 3115:</b> Candidates observe in a pre-kindergarten classroom.</p> <p><b>SPED 4112:</b> Candidates observe the screening and assessment procedures in an inclusive early childhood setting.</p>

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	FALL SENIOR YEAR	SPRING SENIOR YEAR
<b>COURSES</b>	<p><b>CHFD 3116:</b> Approaches to Integrated Curriculum for Young Children</p> <p><b>CHFD 3118:</b> Approaches to Family Supports and Resources</p> <p><b>CHFD 3416:</b> Internship: Child and Family Development</p> <p><b>SPED 4210:</b> Developmental Interventions for Young Children with Disabilities: Birth through Kindergarten</p>	<p><b>CHFD 4410:</b> Student Teaching/Seminar: B-K Child and Family Development</p>
<b>INTASC</b>	<b>1,2,3,4,5,6,7,8,9,10</b>	<b>1,2,3,4,5,6,7,8,9,10</b>
<b>PLACEMENT SPECIFICS</b>	<p><b>CHFD 3116 and SPED 4210:</b> Candidates spend approximately 20 hours in a Year-Long Internship in an Early Childhood classroom (either public school or Head Start).</p> <p><b>CHFD 3118:</b> Candidates spend approximately 20 hours in an agency setting and complete supervised home visits to implement family supports.</p> <p><b>CHFD 3416:</b> Candidates work with community agencies and develop a semester project.</p>	<p>Candidates continue their Year-Long Internship from the previous semester. Candidates are placed in early childhood classroom settings as their Student Teaching Placement.</p>
<b>DURATION AND COMPLEXITY</b>	<p><b>CHFD 3116 and SPED 4210:</b> Candidates spend approximately 20 hours in a Year-Long Internship in an Early Childhood classroom (either public school or Head Start).</p> <p><b>CHFD 3118:</b> Candidates spend approximately 20 hours in an agency setting and complete supervised home visits to implement family supports.</p> <p><b>CHFD 3416:</b> Candidates work with community agencies and develop a semester project.</p>	<p>Candidates continue their Year-Long Internship from the previous semester. Candidates are placed in early childhood classroom settings as their Student Teaching Placement.</p>
<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>	<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>	<p><b>CHFD 3116:</b> edTPA Practice Task 2</p> <p><b>SPED 4210:</b> edTPA Practice Task 3</p>	<p><b>edTPA Tasks 1,2, &amp; 3</b></p>
<b>DISPOSITIONS</b>	<p><b>CHFD 3416:</b> Mentor Dispositions</p>	<p>Final Disposition</p>
<b>CLINICAL HOURS</b>	<p><b>CHFD 3116, CHFD 3318, and SPED 4210:</b> Candidates spend approximately 20 hours in a Year-Long Internship classroom and complete edTPA Practice Tasks 2 and 3. Candidates spend approximately 60 hours in clinical settings this semester.</p>	<p>Full semester</p>
<b>CLINICAL TRAJECTORY</b>	<p><b>CHFD 3116 and SPED 4210:</b> Candidates complete edTPA Practice Tasks 2 and 3. Candidates complete Task 2 by mid semester in <b>CHFD 3116</b>. Candidates complete Task 3 by the end of the semester in <b>SPED 4210</b>.</p>	<p>Culminating internship experience supported by knowledge and skills developed in previous clinical settings.</p>