

CHAD 134: DEVELOPMENT OF YOUNG CHILDREN AS MATHEMATICAL AND SCIENTIFIC THINKERS

In Workflow

1. UGSE Chair (sue.hobbs@csus.edu)
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Approval Path

1. Tue, 04 Oct 2022 03:35:25 GMT
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 13 Oct 2022 23:25:13 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 22:09:56 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Aug 9, 2021 by Katie Hawke (katiedickson)

Date Submitted: Mon, 03 Oct 2022 04:18:28 GMT

Viewing: CHAD 134 : Development of Young Children as Mathematical and Scientific Thinkers

Formerly known as: CHDV 134

Last approved: Mon, 09 Aug 2021 14:04:33 GMT

Last edit: Thu, 13 Oct 2022 23:25:10 GMT

Changes proposed by: Amber Gonzalez (216349602)

Contact(s):

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Catalog Title:

Development of Young Children as Mathematical and Scientific Thinkers

Class Schedule Title:

Young Child Math and Science

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)

134

Course ID: (For administrative use only.)

201134

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites 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 help meet TPE 3

Change to course description and pre-req, updated university learning goals.

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

This course offers an introduction to theory, research and practice related to the development of mathematical and scientific reasoning in young children. The course will focus on effective assessment, teaching and learning strategies for young children. This course introduces concepts aligned with the California Preschool Learning Foundations in Mathematics and Scientific Reasoning.

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?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

3

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	Describe developmental theory and research related to the general emergence and facilitation of conceptual reasoning in young children.	Quizzes, Discussion activities, Final project
2	Explain the developmental foundations of mathematical and scientific reasoning.	Quizzes, Discussion activities, Final project
3	Analyze fundamental concepts, attitudes and skills underpinning mathematical and scientific reasoning.	Quizzes, Discussion activities, Final project
4	Apply California Preschool Learning Foundations in Mathematics and Scientific Reasoning.	Quizzes, Discussion activities, Final project
5	Observe and evaluate an early childhood environment for its support of math and science thinking.	Quizzes, Discussion activities, Final project
6	Evaluate math and science activities for age-appropriateness and cultural-relevance.	Quizzes, Discussion activities, Final project
7	Design and implement learning experiences that are intentionally developmentally appropriate as well as assessments that reflect the interconnectedness of mathematics and science.	Quizzes, Discussion activities, Final project
8	Describe the typical progression of young children's cognitive development, dual language development, mathematics and science.	Quizzes, Discussion activities, Final project

Attach a list of the required/recommended course readings and activities:

CHAD 134 Syllabus.pdf

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
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: 610