



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	CDEV
Course Number:	125
Descriptive Title:	Child Development Practicum
Division:	Behavioral and Social Sciences
Department:	Child Development
Course Disciplines:	Child Development, Early Childhood Education
Catalog Description:	This course provides a practical application of learning theories in early childhood education programs. Students will design, implement, and evaluate experiences that promote positive development and learning for all young children and will observe and interact with children and staff in supervised child care settings. The course includes methods of working effectively with children, observation and guidance techniques, the role of the preschool teacher and classroom assistant, effective communication with staff and parents, educational requirements and techniques for gaining employment in the field.
Prerequisite:	Child Development 103 AND Child Development 104 AND CDEV 108 and one course from Child Development 115 or Child Development 116 or Child Development 117 or Child Development 118 or Child Development 119 with a minimum grade of C in prerequisite
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	2
Hours Laboratory (per week):	3
Outside Study Hours:	4
Total Course Hours:	90
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	4/20/2009
Transfer UC:	No

Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<p>SLO# 1 Designing Curriculum</p> <p>Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.</p> <p>SLO# 2 Self-Assessing Teaching</p> <p>Critically assess one's own teaching experiences to guide and inform practice.</p> <p>SLO#3 Relationships</p> <p>Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Apply various methods of evaluating children in early childhood education settings. 2. Observe children and develop intervention strategies to assist them in developing physically, cognitively, and socially. 3. Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate play-based learning experiences in early childhood classrooms in various areas such as space and routines, health and safety, classroom environments, positive guidance, and culturally and linguistically sensitive curriculum. 4. Incorporate current research and understanding of the developmental theories into the selection of learning materials and experiences for young children 5. Discern and apply effective guidance techniques for working with children.

	<ol style="list-style-type: none"> 6. Analyze and implement ways to interact effectively with staff and parents. 7. Conduct evaluations of programs utilizing standardized tools such as the Early Childhood Education Rating Scale (ECERS) or the National Association for the Education of Young Children (NAEYC) accreditation standards. 8. Evaluate effectiveness and appropriateness of curriculum for young children. 9. Prepare for employment by researching careers in the field of early childhood education, employment requirements, and professional growth opportunities, and developing a resume and professional portfolio. 10. Evaluate ways in which teachers can involve families in their children's development and learning to improve teaching practices for all children.
<p>Major Topics:</p>	<p>I. Introduction to Course (3 hours, lecture)</p> <ol style="list-style-type: none"> A. Overview of Course Requirements B. Placement Assignments C. Role of the Mentor Teacher and Student Teacher D. Professionalism in the Early Childhood Education Setting <p>II. Overview of Developmental Stages (1 hour, lecture)</p> <ol style="list-style-type: none"> A. Cognitive Development B. Physical Development C. Psychosocial Development D. Age Appropriate Behaviors and Expectations <p>III. Classroom Environments (4 hours, lecture)</p> <ol style="list-style-type: none"> A. Indoor and Outdoor B. Developmentally Appropriate Curriculum C. Culturally Appropriate Curriculum D. Adapting Curriculum for Children with Special Needs <p>IV. Developing and Integrating Curriculum Across Content Areas (3 hours, lecture)</p> <ol style="list-style-type: none"> A. Language

B. Literacy

C. Math

D. Biological and Physical Science

E. Social Studies

F. Visual and Performing Arts

G. Creative Art

H. Creative Movement

I. Outdoor Play

V. Health and Safety Issues (3 hours, lecture)

A. Emergency Procedures

B. Indoor and Outdoor Safety

C. Child Abuse and Reporting Laws

VI. Observing Young Children (5 hours, lecture)

A. Professional Conduct

B. Confidentiality

C. Observation Techniques

D. Screening Tools

VII. Working with Children (3 hours, lecture)

A. The Importance of Play

B. Creative and Imaginative Expression

C. Listening Techniques

D. Emergent Curriculum

E. Positive Guidance

VIII. Working with Families (2 hours, lecture)

A. Effective Communication Strategies

B. Confidentiality Issues

C. Cultural Sensitivity

D. Including Families in Curriculum Development and Implementation

IX. Current Research in Early Childhood Education (2 hours, lecture)

A. Professional Journals and Research Sources

	<p>B. Research Studies</p> <p>C. Current Issues</p> <p>X. Professional Standards (4 hours, lecture)</p> <p>A. National Accreditation Standards</p> <p>B. Developmentally Appropriate Practices</p> <p>C. Early Childhood Education Rating Scales</p> <p>D. California Preschool Learning Foundations</p> <p>E. California Preschool Curriculum Framework</p> <p>F. California Preschool Program Guidelines</p> <p>G. Current Issues and Research in Early Childhood Education</p> <p>XI. Professional Development (4 hours, lecture)</p> <p>A. Educational Requirements for Preschool Teaching</p> <p> 1. California Career Ladder Programs</p> <p> 2. Degrees and Certificates</p> <p>B. Professional Portfolio Development</p> <p>C. Employment Opportunities</p> <p>D. Resume Writing</p> <p>E. Interviewing for a Position</p> <p>XII. Advocacy (2 hours, lecture)</p> <p>A. Local, Statewide, National and World-Wide Organizations</p> <p>B. Legislation</p> <p>C. Current Issues and Movements in the Field of Early Childhood Education.</p> <p>D. Early Childhood Educators as Agents of Change</p> <p>E. Advisory Boards</p> <p>XIII. Supervised Field Work in a Predetermined Practicum Site (54 hours, lab)</p>
Total Lecture Hours:	36
Total Laboratory Hours:	54
Total Hours:	90

Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Develop a one-page philosophy statement to include in your professional portfolio that outlines your core values and beliefs related to working with children and how they will guide your actions in the classroom.
Critical Thinking Assignment 1:	Select a child to observe throughout the semester. Evaluate the child in relation to his or her physical, cognitive, and social needs. Document the ways in which the teaching staff assists in the child's development in these three domains. Make recommendations that could be helpful to facilitate the child's growth and development.
Critical Thinking Assignment 2:	Maintain a journal throughout the semester. Include objective observations about the early childhood education program as well as your impressions and feelings about your practicum experience. At the end of the semester, review your journal and analyze your own growth and development. In a three- to four-page report, summarize your experience. Include areas in which you feel competent as well as areas in which you need to grow professionally. Develop a strategy for improvement and growth.
Other Evaluation Methods:	Fieldwork, Journal kept throughout course, Presentation, Term or Other Papers
Instructional Methods:	Demonstration, Discussion, Group Activities, Guest Speakers, Lab, Lecture, Multimedia presentations, Role play/simulation
If other:	Internet Presentation/Resources
Work Outside of Class:	Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	Gestwikci, C. Developmentally Appropriate Practices: Curriculum Development in Early Education. 7th ed. Cengage, 2021 Browne, K. and Gordon, A. To Teach Well: An Early Childhood Practicum Guide. Pearson Higher Ed, 2012 Discipline Standard Machado, J. and Botnarescue. H. Student Teaching: Early Childhood Practicum Guide. 7th ed. Del Mar Thomson, 2010. Discipline standard.
Alternative Textbooks:	
Required Supplementary Readings:	Harms T., Clifford, R., & Cryer, D., Early Childhood Rating Scale, 3rd Edition, Teacher's College Press, 2014.
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential

<p>Requisite course(s): List both prerequisites and corequisites in this box.</p>	<p>Child Development-103 AND</p> <p>Child Development-104 AND</p> <p>Child Development -108 AND</p> <p>Child Development-115 or</p> <p>Child Development-116 or</p> <p>Child Development-117 or</p> <p>Child Development-118 or</p> <p>Child Development-119</p>
<p>Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).</p>	<p>Students need an understanding of basic development in the physical, social, and cognitive domains. CDEV 103 - Demonstrate knowledge of the physical, socioemotional, cognitive and language development of children, both typical and atypical, in major developmental stages.</p> <p>Observe, plan, and implement learning activities at the practicum site. CDEV 108 - Analyze the relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development.</p> <p>Develop activities for children that support physical, cognitive, and language development CDEV 108 - Identify activities that support physical-motor, cognitive, and language development in young children.</p> <p>Apply developmentally, culturally, and linguistically appropriate practices at the practicum site. CDEV 108 - Identify components of developmentally, culturally and linguistically appropriate practices.</p> <p>Refine a personal teaching philosophy statement for a professional portfolio. CDEV 108 - Develop a personal philosophy of teaching and articulate it in a written statement.</p> <p>Students need an understanding and appreciation of the relationship between parents, school, and community in the development of young children. CDEV 104 - Examine and explain the impact of systems and socialization on child development. CDEV 104 - Compare and contrast diverse family structures, parenting styles. culture, tradition and values and their impact upon children and youth.</p> <p>Students need the ability to evaluate learning experiences of young children and discern developmentally appropriate practices. CDEV 115 - Develop, design and evaluate age appropriate foundations in all key curriculum areas that demonstrates an awareness and understanding of children's development learning processes.</p>

	<p>Students need the ability to evaluate learning experiences of young children and discern developmentally appropriate practices. CDEV 116 - Present and evaluate art activities and curriculum for young children using a variety of art media.</p> <p>Students need the ability to evaluate learning experiences of young children and discern developmentally appropriate practices. CDEV 117 - Plan and present music and movement for young children. CDEV 117 - Plan, present and evaluate music and movement experience to meet the needs of children from diverse cultures.</p> <p>Students need the ability to evaluate learning experiences of young children and discern developmentally appropriate practices. CDEV 118 - Create and evaluate teaching materials and activities appropriate for science and math experiences for young children.</p> <p>Students need the ability to evaluate learning experiences of young children and discern developmentally appropriate practices. CDEV 119 - Present and evaluate language arts experiences for young children.</p>
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Janet Young and Cynthia Cervantes
Date:	10/05/2021
Original Board Approval Date:	04/20/2009
Last Reviewed and/or Revised by:	Janet Young

Date:	09/20/2021
Last Board Approval Date:	11/15/2021 effective FALL 2022