



## Basic Course Information

|                   |  |                     |  |
|-------------------|--|---------------------|--|
| Semester:         | <b>SPRING 2021</b>                                     | Instructor Name:    | <b>Mary Courtney</b>                                   |
| Course Title & #: | <b>CDEV 200</b>  | Email:              | <b>mary.courtney@imperial.edu</b>                      |
| CRN #:            | <b>20809</b>   | Webpage (optional): |  |
| Classroom:        | <b>ZOOM/Online</b>                                     | Office #:           | <b>2200</b>  |
| Class Dates:      |  | Office Hours:       | <b>Online</b>  |
| Class Days:       | <b>Lecture: Tuesdays, 6:00pm-8:05pm Lab-Weekly TBA</b> | Office Phone #:     |  |
| Class Times:      | ZOOM: 6:00-8:05pm                                      | Emergency Contact:  | <b>760-355-6231</b>                                    |
| Units:            | 4  | Class Format:       | <b>Lecture: Tuesdays, 6:00pm-8:05pm Lab-Weekly TBA</b> |

## Course Description

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, reflective practices, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. The Child Development Program's Comprehensive Portfolio will be assembled and presented in this course. This course requires lecture and supervised lab. (C-ID ECE 210)

## Course Prerequisite(s) and/or Corequisite(s)

### PREREQUISITES:

CDEV 100  
CDEV 103  
CDEV 104 or  
PSY 104  
CDEV 105  
CDEV 106  
CDEV 107 and  
4.0/5.0 units from the following:  
CDEV 120  
CDEV 121

CDEV 122  
CDEV 123  
CDEV 124

## Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Design, implement and evaluate curriculum and environments based on observation and assessment of young children. (ILO2, ILO3)
2. Apply a variety of effective approaches, strategies and techniques for teaching in an early childhood classroom. (ILO2)
3. Analyze personal teaching experiences to guide and inform practice. (ILO3)

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Assume teaching and non teaching responsibilities and demonstrate developmentally appropriate practices in a supervised early childhood classroom.
2. Demonstrate professional and ethical behaviors.
3. Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
4. Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.
5. Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.
6. Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum and activities based on the needs and interests of young children.
7. Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies.
8. Critically assess personal experiences to inform and guide future teaching and collaborative practices.
9. Develop a recordkeeping system to document and track children's progress.
10. Describe various family involvement strategies.
11. Demonstrate a professional level of competence in written and verbal expression.

## Textbooks & Other Resources or Links

- Browne, Kathryn and Gordon, Ann 2013. *Early Childhood Field Experience Learning to Teach Well* 2nd. Pearson Education Inc. ISBN: 978-0-13-265706-8.
- California State Preschool Learning Foundations, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>
- California State Infant/Toddler Learning & Development Program Guidelines, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>
- Desired Results Developmental Profile, California State Department of Education, Available at: <http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>
- Developmentally Appropriate Practice in Early Childhood Programs, Bredekamp & Copple, current edition, NAEYC Publications 2009
- Early Childhood Rating Scale, current edition, Harms, Clifford & Cryer, Teachers College Press 2011

## Course Requirements and Instructional Methods

**All students must have required immunizations SB792 completed: TB (clear results), Influenza, Pertussis, and Measles.**

**The Student Health Nurse can provide the immunizations and proof of clearance forms.**



- All students are required to fill out a Criminal Background form and Abuse Index form
- All students are required to sign a confidentiality statement.
- Students will be given a timecard and instructions on how to use the time clock.
- Students with any Criminal Background will not be allowed to begin until cleared. No student will be allowed into the lab if there is a record on the Child Abuse Index or Criminal Background Search.

***During this period of COVID Emergency students must abide by the clearance standards in order to be allowed into the lab.***

All students are required to meet via zoom every Tuesday and to complete 7 hours of lab per week.

Students must follow Title 22 regulations during lab hours.

Assignments will be posted on CANVAS. Students are responsible to check CANVAS weekly.

***All students are required to present a portfolio to a committee for review to demonstrate knowledge in each of the PLO areas (Pass or Fail) and to successfully complete an interview answering key Child Development questions (Pass or Fail which do translate to points).***

***Students will be given handout reminding requirements of the portfolio (students have been given orientation to portfolio in CDEV100 and each course reminds them to collect work). Students will be given copy of interview questions to review 10 minutes before interview. Students must be successful in both in order to pass the course.***

Reminder: Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

Keeping Track of Your Points: GRADING:

| Required Assignments & Tests          | Possible Score | Your Score |
|---------------------------------------|----------------|------------|
| ZOOM Lecture & Participation( @ 5pts) | 75             |            |

|   |     |  |
|---|-----|--|
| Journals (4 @ 10 pts)   | 40  |  |
| Introductory Bio Board  | 10  |  |
| Biography/Self-Identity   | 10  |  |
| NAEYC Code of Ethics Quiz   | 5   |  |
| Ethical Dilemma Discussion  | 5   |  |
| Developmentally Appropriate Play Discussion                                 | 5   |  |
| Importance of Play  | 20  |  |
| Conversation with a Child   | 15  |  |
| Professionalism: Career Map   | 10  |  |
| Early Childhood Educ. Philosophy Paper                                      | 75  |  |
| <i>Curriculum Lesson Plan – Written (8 @ 40 pts)</i>                        | 320 |  |
| <i>Curriculum Plan Teaching Presentation with Children (8 @ 60 pts)</i>     | 480 |  |
| <i>Curriculum: Large Group Meeting: Written Plan</i>                        | 40  |  |
| <i>Curriculum: Large Group Meeting: Teaching Presentation with Children</i> | 60  |  |
| <i>Full Day Teaching: Written Plan</i>                                      | 50  |  |
| <i>Full Day Teaching: Teaching Presentation with Children</i>               | 100 |  |
| Final Project: Professional Portfolio/Interview                             | P/N |  |

|            |           |           |           |                 |
|------------|-----------|-----------|-----------|-----------------|
| A: 100-90% | B: 89-80% | C: 79-70% | D: 69-60% | F: 59% or lower |
|------------|-----------|-----------|-----------|-----------------|

*For the purposes of teacher credentialing, a "D" is considered failing.*

## Course Policies

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

*Logging into CANVAS alone is NOT adequate to demonstrate academic attendance by a student.*

*CDEV 200 Lab Hours: Students MUST complete their lab hours, as scheduled, weekly. Failure to complete lab hours will result in unsatisfactory completion of the course.*

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

## Other Course Information

### Classroom Requirements:

Students are required to follow all Lab School policies while working in the lab. Clothing is to be professional and appropriate to work with children - no open toed shoes, and masks at all times in the classroom.

Students must follow Title 22 requirements.

Students must follow the instructions of the Mentor teacher, Director, or Instructor when in the lab school.

Purses and backpacks are not allowed in the classroom for the children's safety. There are lockers, each student is required to bring their own lock. Students are to remove their lock each day when they leave.

Please no gum, hot drinks, and food in the classroom.

The welfare of the children and staff are our foremost concern if the student's behavior is

deemed harmful or against policy the student may be asked to leave.

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children of students in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children of students are not allowed.

## How do I act Differently If I Have an on-ground class during Covid-19?

1. **DO NOT COME TO CAMPUS OR ATTEND AN ON-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
  - a. Even if your symptoms are mild, stay home.
  - b. Email your instructor to explain why you are missing class.
  - c. If you are not going to be able to go to the Center, CALL the Center and leave a message EARLY – before you are due to arrive at the Center AND email the instructor.
  - d. If you are sick with COVID-19 or think you might have COVID-19, follow CDC guidance.
  - e. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
  - f. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit a negative COVID-19 test results prior to returning to any face-to-face interaction.
2. **ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised)**
  - a. All people entering the IVC campus will need to pass a screen process, which will occur at the gates as you drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screen is completely touchless and will take place while you remain in your car).
3. **BRING A MASK TO CLASS and always wear it!**
  - a. Be sure that our mask covers both your nose and mouth. If your mask is cloth, then wash it every day. If your mask is disposable, then use a new one each day.
4. **GO DIRECTLY to the CHILD DEVELOPMENT CENTER**
  - a. The IVC campus is mostly closed, so you should not visit other areas or seek and face-to-face services. Services are available to students online and can be accessed through [www.imperial.edu](http://www.imperial.edu)
5. **WASH YOUR HANDS FREQUENTLY and use the provided sanitation supplies.**

## 6. BE SURE TO SOCIAL DISTANCE.

- a. Stay at least 6 feet from one another.
- b. The number of students in a classroom at any one time is very limited to allow plenty of space and ensure that you can stay at least 6 feet from other adults.

## 7. BRING YOUR OWN FOOD AND DRINKS - there is no food service currently offered on campus. However, food and drink are prohibited in all classroom at the Child Development Center. Water bottles with lids/caps are the only exception.

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).


### Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

### IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

### Anticipated Class Schedule/Calendar

|   |   |
|---|---|
|  | <p><b>CDEV 200: Practicum<br/>CALENDAR: SPRING 2021<br/>20809</b></p> |
|---|---|

| Date                     | Topic: ZOOM Class Meeting<br>Tuesdays, 6:00 – 8:00pm  | In the Classroom at the Center |
|--------------------------|---|--------------------------------|
| Week 1<br>February<br>16 | Welcome! <ul style="list-style-type: none"> <li>• Student Teaching in the Lab School</li> <li>• Teaching and Your View of the Child</li> </ul>        |                                |
| Week 2                   | The Journey <ul style="list-style-type: none"> <li>• Observing, Listening, &amp; Recording</li> <li>• Curriculum Planning: Developmentally</li> </ul> | *Attend when scheduled.        |





|                     |  |   |
|---------------------|--|---|
| February 23         | <p>Appropriate Activities to Support Learning Based on Observation</p> <ul style="list-style-type: none"> <li>• Completing a Lesson Plan/Planned Possibilities</li> <li>• Reflective Teaching</li> </ul> | <p>*Bring required paperwork.<br/>*Meet your Supervising Teacher; Observe and Read a book during WorkTime</p>   |
| Week 3<br>March 2   | Positive Guidance Strategies   | <p><b>Each Week:</b></p> <p>*Students MUST be in the classroom at their scheduled time.</p> <p>*Students will interact with children in a warm, caring and respectful manner.</p> <p>*Students will be prepared to present planned lessons following the assigned schedule.</p> <p>*Students will meet with Mentor/Master Teacher to review lessons presented and plan future lesson presentations.</p> <p>*The instructor will observe and meet with students throughout the semester.</p> |
| Week 4<br>March 9   | <ul style="list-style-type: none"> <li>• Self-Identity: Knowing Yourself &amp; Your Values</li> <li>• Understanding Cultural Identity</li> </ul>   |   |
| Week 5<br>March 16  | Teaching and Supporting the Learning of Children from Diverse Backgrounds, Needs & Abilities, and English Language Learners (ELL)  |   |
| Week 6<br>March 23  | PLAY & Learning  |   |
| Week 7<br>March 30  | Engaging in Worthwhile Conversations with Children   |   |
| April 6             | <b>Spring Break!</b>   |   |
| Week 8<br>April 13  | Making Learning Meaningful Intentional and Reflective Teaching   |   |
| Week 9<br>April 20  | Trauma Informed Care and Teaching  |   |
| Week 10<br>April 27 | Documentation: Telling the Story of Children's Learning  |   |
| Week 11<br>May 4    | Curriculum Planning for Large Groups:<br>*Transitions *Music *Movement *Stories  |   |
| Week 12<br>May 11   | Planning to be "Teacher of the Day"  |   |
| Week 13<br>May 18   | Challenges of Teaching Young Children  |   |
| Week 14<br>May 25   | Building Family & Community Relationships  |   |
| Week 15<br>June 1   | Preparing for the Professional Portfolio & Interview Process   |   |
| FINAL<br>Week       | Preparing to Join the Workforce  |   |