

Basic Course Information

Semester:	SPRING 2025	Instructor Name:	CECILE RICHMOND
Course Title & #:	FIELD STUDY CDEV 200	Email:	CECILE.RICHMOND@IMPERIAL.EDU
CRN #:	20414	Webpage (optional):	CHILD DEVELOPMENT
Classroom:	205	Office #:	203C
Class Dates:	2/10/25 TO 6/6/25	Office Hours:	TBD
Class Days:	MONDAY AND LAB TBA	Office Phone #:	760-235-5441
Class Times:	6:00PM TO 8:10PM	Emergency Contact:	760-355-6232
Units:	4	Class Format/Modality:	FACE TO FACE

Course Description

A demonstration of developmentally appropriate early childhood program planning and teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning, including child-centered, play-oriented approaches to teaching and learning. Knowledge of curriculum content areas will be stressed. Includes exploration of career pathways, professional development, and teacher responsibilities. As a component of this course, students will be required to present a Comprehensive Portfolio following the Department's portfolio guidelines and complete a successful program exit interview. This course requires lecture and supervised lab. (C-ID: ECE 210) (CSU)

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 124,126 - **TB clearance is required for students participating in laboratory work. Students must also verify immunizations against pertussis-DTAP, measles-MMR, and influenza (waiver allowed for influenza).**

Student Learning Outcomes

- Design, implement, and evaluate curriculum and environments that are developmentally and linguistically appropriate, engaging, and supportive of development and learning based on foundations of early childhood education and knowledge of individual children's needs and interests.
- Apply a variety of teaching strategies, manage the classroom, monitor children's development and learning, guide behavior, and use reflection on teaching practice to guide future planning.
- Demonstrate the skills of a professional teacher including effective communication, reflection, ethical practice, responsibilities to children and families, and commitment to ongoing professional development]

Course Objectives

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

1. Demonstrate developmentally appropriate, professional, and ethical practices in supervised early childhood classrooms.
2. Demonstrate how to create healthy, respectful, supportive, and stimulating learning environments for children's first and dual-language acquisition, development and learning.
3. Apply current research and theories on learning and development to plan experiences and environments for young children.
4. Analyze the impact the classroom environment and daily routines have on children's behavior as a basis for planning.
5. Plan, implement and evaluate curriculum based on the needs, abilities, and interests of young children.
6. Identify and implement strategies to prevent and/or address young children's challenging behaviors and to help children learn to resolve conflicts.
7. Reflect on student teaching experiences to guide future teaching and collaborative practices.
8. Use documentation and assessment to monitor children's progress and to adjust learning experiences.
9. Practice strategies for communication and collaboration with families and other adults in the classroom to support young children's development and learning and support family partnership.
10. Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of infants, toddlers, and preschool children.
11. Incorporate principles of the Universal Design for Learning into a variety of curriculum experiences.
12. Demonstrate the ability to provide guidance and constructive performance feedback to other adults in the ECE setting.
13. Identify professional goals and strategies to reach those goal

Textbooks & Other Resources or Links

The Powerful Role of Play in Early Childhood <https://www.cde.ca.gov/sp/cd/re/documents/powerfulroleofplay.pdf>
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>
The Integrated Nature of Learning <https://www.cde.ca.gov/sp/cd/re/documents/intnatureoflearning2016.pdf>
Family Partnership and Culture <https://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf>
Creating Equitable Early Learning Environments for Young Boys of Color: Disrupting Disproportionate Outcomes
<https://www.cde.ca.gov/sp/cd/re/documents/boysofcolor.pdf>
California Early Childhood Educator Competencies
<https://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>
<https://www.cde.ca.gov/sp/cd/re/documents/ececompetenciesaddon.pdf>



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Course Requirements and Instructional Methods

This course requires weekly lab (2 days per week on set schedule) and hands on activities with children. Students must make up any lab missed. If employed please speak to employer and make sure they understand you are taking the course and what it requires. All immunizations must be completed before the student can begin.

Students are expected to complete activities with children. Students are required to create/make their own activities and provide the materials. The Department has a student lending library with materials the students can use. No student should ever fail an activity due to lack of funds. Please speak to the mentor teachers or Mrs. Green and we will assist you. Students are to wear appropriate attire to work with children. No open toed sandals or high heels as they could be a danger to you or the children.

All students are required to sign confidentiality statement

All students must complete immunization requirements and have campus nurse sign off.

There will be assignments due every week that must be completed with children. Students will observe students weekly and turn in observations

Course Grading Based on Course Objectives

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final." California Education Code, Section 76224(a) Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class. All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

90 -100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

59% and below

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you



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encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance. We are here to support you and ensure that you have equal access to all course materials.

Course Policies

Students are expected to always demonstrate ethical conduct during the course of their practicum as specified in the Code of Ethical Conduct developed by the National Association for the Education of Young Children. Any violation of ethical conduct will result in immediate termination of the practicum and a referral of the student to the Office of Student Affairs.

Professional behavior and attitude are necessary when working with professionals, clients, and other members of the community.

☐ Report promptly for all practicum appointments and duties.

☐ Notify the agency if you will not be in or when you will be late. Students are asked to look at the Practicum experience as if they were the teacher in the classroom.

Be on time

Be ready with materials

Be professional

All labs missed must be made up!

Students:

- **FLEXIBILITY:** There will be many new experiences during the semester.
- **ORGANIZED WITH GOOD TIME MANAGEMENT SKILLS:** You have a number of commitments: school, Faculty, personal, community, etc.
- **WILLING ATTITUDE:** Your Mentor Teacher will assist you in your development as a teacher.
- **LISTEN:** Be open to constructive criticism

Other Course Information

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.

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
WEEK 1 2/10 to 2/14	Over view of the course Signing of Confidentiality Statement Working with Mentors - Meet the Mentors Peer Coaching Room assignments	Examine the California Early Childhood Educator Competencies https://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf https://www.cde.ca.gov/sp/cd/re/documents/ececompetenciesaddon.pdf 2/14 NO LAB HOLIDAY
WEEK 2 2/17- 2/21	2/17 NO CLASS LAB ONLY ON 2/18-2/21	NO CLASS LAB ONLY ON 2/18-2/21
WEEK 3 2/24- 2/28	The role of the Teacher Schedule Of Assignments	Get to know the classroom Ethical Behavior CLASS What is DAP Know Yourself Read: The Integrated Nature of Learning https://www.cde.ca.gov/sp/cd/re/documents/intnatureoflearning2016.pdf
WEEK 4 3/3-3/7	Curriculum Importance of Play Foundations	Examine: California State Preschool Learning Foundations, Available at: http://www.cde.ca.gov/sp/cd/re/documents/preschoolff.pdf Read: The Powerful Role of Play in Early Childhood https://www.cde.ca.gov/sp/cd/re/documents/powerfulroleofplay.pdf
WEEK 5 3/10- 3/14	You and the environment Classroom management	Reflective Practice Intentional Teaching Use of Environment to Support Learning Classroom Management Read: Creating Equitable Early Learning Environments for Young Boys of Color: Disrupting Disproportionate Outcomes https://www.cde.ca.gov/sp/cd/re/documents/boysofcolor.pdf
WEEK 6 3/17- 3/21	Challenges in Curriculum and Instruction Working with Diverse Families	Family Partnership and Culture https://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf Lesson Plans Emergent Curriculum



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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
WEEK 7 3/24-3/28	Intentional Teaching Really Seeing Young Children Teacher Take Over	CONTINUE WITH LABS
WEEK 8 3/31-4/4	What is a Professional Trends in the Field What Kind of Educator do I want to Be? Teacher Take Over	CONTINUE WITH LABS
WEEK 9 4/7-4/11	Teacher Take Over Guidance and Positive Discipline Becoming a Professional Career Map Lesson Plans	CONTINUE WITH LABS
WEEK 10 4/14-4/18	Fine Tuning Our Skills Observation and Assessment Writing the Individual as Well as Group Lesson Plan	CONTINUE WITH LABS
WEEK 11 4/21-4/25	SPRING BREAK NO CLASS OR LAB	SPRING BREAK NO CLASS OR LAB
WEEK 12 4/28-5/2	Being Reflective Peer Coaching Improving Skills	CONTINUE WITH LABS
WEEK 13 5/5-5/9	Intentional Teaching Working with Peers Ethics	CONTINUE WITH LABS
WEEK 14	Professionalism Teacher of the Day Career Map	CONTINUE WITH LABS
WEEK 15	Teacher of the Day Professionalism Teacher of the Day Portfolio	CONTINUE WITH LABS
WEEK 16	Portfolio	
WEEK 17	Portfolio Interviews	Portfolio Interviews