

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Child Development 275**COURSE TITLE:** Supervised Field Study**Units:** 1-3  
Grade Only**CATALOG COURSE DESCRIPTION:**

This directed field study course provides students with an opportunity to apply classroom information in a practical setting with supervision from faculty as well as field-site supervisors. Intended for students who plan to teach or supervise in early childhood settings, this course partially fulfills the State of California requirement for experience.

**REQUISITES:****Corequisite:**

CHIL 151  
and

**Advisory:**

CHIL 160 with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:** May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities**TOTAL LECTURE HOURS:****TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Apply the objectives, scope, and content of child-focused courses to the classroom
2. Plan and execute curriculum, routine activities, and classroom management
3. Identify children's needs and incorporate them into children's programs
4. Develop, provide, and utilize age-appropriate materials in children's programs
5. Document work with children, including assessments of their physical, cognitive, and social skills.

**SECTION II****1. COURSE OUTLINE AND SCOPE:****A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Philosophies and programs
  - A. Identify relevant philosophies
  - B. Follow policies and guidelines of children's classroom teacher.
- II. Nutrition, health, and safety
  - A. Practice health and safety guidelines
  - B. Supervise meal time.
- III. Child development theories and concepts
  - A. Identification
  - B. Application to the classroom setting.
- IV. Management skills
  - A. Planning small group activities
  - B. Positive guidance and supervision
  - C. Communicating effectively with children, parents, and staff.
- V. Curriculum
  - A. Planning lessons and group activities
  - B. Planning routines and smooth transitions
  - C. Integrating curriculum within themes.
- VI. Record keeping
  - A. Making observations
  - B. Documenting work with children
  - C. Assessing children's physical, cognitive, and social skills.
- VII. Supervision and evaluation
  - A. Self evaluation
  - B. Self reflection.

**B. Reading Assignments:**

Reading assignments are required and may include but, are not limited to, the following:

- I. Course text(s)
- II. Child development reference texts, such as *Creative Activities for Young Children* by Mary Mayesky, and *Creative Resources for the Early Childhood Classroom*, by Judy Herr
- III. Child development and parent education journal articles, such as *Journal of the National Association for the Education of Young Children (NAEYC)* and *Childhood Education*.

**C. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing the effects of environments and caregivers to children's behavior and development
- II. Planning curriculum and age-appropriate activities
- III. Assessing children's needs and incorporating them into children's programs.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Completing reading assignments
- II. Completing writing assignments, including lesson plans
- III. Preparing for classroom activities
- III. Keeping records of children and daily activities during laboratory sessions

**E. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Writing short papers that analyze the effects of environments and caregivers to children's behavior and development
- II. Writing lesson plans
- III. Writing paragraph responses to articles about early childhood education.

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Performance on writing assignments, including lesson plans and curriculum development
- II. Performance on quizzes and projects
- III. Participation/attendance.

### **3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Collaborative Learning
- \* Laboratory
- \* Other (Specify)
- \* Laboratory supervision/instruction, discussions, observations, group activities

### **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

#### **TEXTBOOKS:**

1. Fields, Marjorie, and Cindy Boesseer. Constructive Guidance and Discipline, 3rd ed. Merrill Prentice hall, 2002, ISBN: 0130910635
2. Mayesky, Mary. Creative Activities for Young Children, 7th ed. Thomson Learning, 2002, ISBN: 0766825213
3. Petersen, Evelyn. Early Childhood Planning, Methods and Materials, Allyn and Bacon, 1996, ISBN: 0205174043

#### **MANUALS:**

1. Miramar Child Development Department. Curriculum Packet for CD275, Miramar Bookstore, 08-01-2005

#### **PERIODICALS:**

#### **SOFTWARE:**

#### **SUPPLIES:**

1. The Pre-School Paper, T.S. Denison and Company, Inc. 6 issues per year, \$20.00
2. Supplies for lesson plans and teacher preparation
3. School Age NOTES, School Age Notes After School Resources, 6 issues per year, \$14.95.

**ORIGINATOR:** Sally Nalven

**CO-CONTRIBUTOR(S)** Peter Elias

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