

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

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Child Development 291D**COURSE TITLE:** Child Development Center Practicum**Units: 1**  
Grade Only**CATALOG COURSE DESCRIPTION:**

This course provides directed laboratory experience in the campus Child Development Center for students who plan careers in early childhood and family support programs and for parents who seek practical experience in guiding and teaching children. Students examine the role of routines and transitional activities in the organization and structure of an early child development setting. The class emphasizes positive guidance and discipline for young children. This course may be used toward the field experience component for the State of California Child Development Permit.

**REQUISITES:****Advisory:**

ENGL 042 with a grade of "C" or better, or equivalent or Assessment Skill Level R4  
&  
ENGL 043 with a grade of "C" or better, or equivalent or Assessment Skill Level W4

**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:** 48 - 54**STUDENT LEARNING OBJECTIVES:**

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

1. Identify routines and transitional activities in the Child Development Center and assess their role
2. Differentiate self-direction and self-help skills in young children
3. Observe, analyze, and implement positive approaches to guidance and discipline with young children.

**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. Child Development Center routines

- A. Definition
- B. Role.
- II. Transitional activities in the Child Development center
  - A. Definition
  - B. Role.
- III. Development of self-direction and self-help skills
  - A. Role of self-direction in young children
  - B. Role of self-help skills with young children
- IV. Positive approaches to guidance and discipline with young children
  - A. Use of positive verbal feedback, reinforcement, and redirection
  - B. Use of positive discipline.

**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
- III. Child development and parent education articles in journals, such as *Young Children: A Journal of the National Association for the Education of Young Children* and *Childhood Education: A Journal of the Association for Childhood Education International*.

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

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

- I. Evaluating the routines and transitional and self-direction activities of the Child Development Center
- II. Evaluating the different approaches to guidance and discipline used in the Child Development Center Lab.

**D. Appropriate Outside Assignments:**

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

- I. Researching and preparing instructional materials and/or lesson plans for preschool children
- II. Studying the text and supplemental readings
- III. Writing a self-evaluation.

**E. Writing Assignments:**

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

- I. Writing evaluations of routines and transitional activities in the Child Development Center
- II. Writing evaluations of positive guidance techniques and discipline used in the Child Development Center
- III. Writing responses to articles on topics that relate to routines, transitions, positive guidance, and discipline in the Child Development Center
- IV. Writing evaluations summarizing the student's experiences in the Child Development Center with emphasis on routines and transitional activities
- V. Writing lesson plans that include transitional activities.

**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. Written assignments that demonstrate a clear understanding of the role of routines and transitional activities, and positive guidance and discipline in the Child Development Center.
- II. Quizzes that demonstrate an understanding of routines, transitional activities, positive guidance, and discipline in the preschool classroom.
- III. Individual projects that demonstrate an understanding of routines, transitional and self-direction activities, and positive guidance and discipline in the Child Development Center.

- IV. Self-evaluation that assesses the student's progress in attaining the objectives of the course.
- V. Lab performance that demonstrates the student is applying the information from the readings and lab instruction.
- VI. Lab attendance and participation.

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

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Laboratory
- \* Other (Specify)
- \* Supervision
- \* Observation.

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

Textbooks may include, but are not limited to:

#### **TEXTBOOKS:**

1. Paciorek, Karen Menke, and Joyce Huth Munro. Annual Editions: Early Childhood Education, Curr. ed. McGraw-Hill/Dushkin, 2005, ISBN: 0073112534

#### **MANUALS:**

1. Child Development Center Directors. Participant Handbook, District, 08-29-2005
2. Sally Nalven. Chil-M-160/161/291, Miramar Bookstore, 08-29-2005

#### **PERIODICALS:**

#### **SOFTWARE:**

#### **SUPPLIES:**

**ORIGINATOR:** Sally Nalven

**CO-CONTRIBUTOR(S)**

**DATE:** 10/18/2005