CHLD 160.1 Course Outline as of Fall 2016

CATALOG INFORMATION

Dept and Nbr: CHLD 160.1   Title: BEGIN EARLY CHILD PRACT
Full Title: Beginning Early Childhood Practicum
Last Reviewed: 2/14/2022

Units			Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00		Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	1.00		Lab Scheduled	3.00	6	Lab Scheduled	52.50
			Contact DHR	0		Contact DHR	0
			Contact Total	3.00		Contact Total	52.50
			Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00   Total Student Learning Hours: 52.50

Title 5 Category: AA Degree Applicable
Grading: Grade Only
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: CHLD 60.1

Catalog Description:
This course is designed to give students an initial, practical experience with young children in an early childhood classroom. Students will have the opportunity to explore the teacher's role through observation, interactions with children and staff, and participation in classroom activities. Emphasis for this course will be on child observation and teacher-child interactions.

Prerequisites/Corequisites:
Course Completion of CHLD 10

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:
Health or Safety : Students enrolling in Child 160.1 must have a clear TB test and a health screening report [as per CA Title 22 Section 101216(g)], plus any immunizations required by Community Care Licensing for volunteers in a Child Care center.

Schedule of Classes Information:
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Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
CSU GE:	**Transfer Area**		Effective:	Inactive:
IGETC:	**Transfer Area**		Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:	
UC Transfer:		Effective:	Inactive:	

CID:

Certificate/Major Applicable:
Not Certificate/Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Students will understand and explain the role of observation in the design of developmentally appropriate curriculum, environments and the daily routines for all young children.
2.   Students will evaluate the role and characteristics of the teacher and the teaching team in a play-based early childhood program.
3.   Students will develop and practice strategies for appropriate interactions and effective guidance of young children.

Objectives:
Upon successful completion of this course, students will be able to:

1. Use anecdotal observation to identify developmental characteristics and milestones in young children.
2. Describe the role of routines, schedules and environments as they influence children's behavior.
3. Identify practices that promote effective classroom management and positive child guidance and communication skills.
4. Identify teacher characteristics and practices that support a play-based learning environment for young children.
5. Demonstrate developing skills as a professional and as a member of a teaching team.

Topics and Scope:

I.   Orientation to the Santa Rosa Junior College Children's Center or Mentor Site program
    A. the practicum student's role in the program
    B. program philosophy and goals, operating policies and procedures
    C. daily routines and schedules, staffing, ratios
    D. the indoor and outdoor environments
II. Observation of young children
    A. anecdotal observation and documnetation of children's skills, behaviors and interests
    B. play-based curriculum and environments that support the development of young children
III. The role of the teacher
    A. teacher roles and responsibilities
    B. effective communication skills with teaching staff
    C. partnerships with families
IV. Interactions with young children
    A. positive individual and group guidance strategies
    B. appropriate communication and interactions with young children
    C. play and learning
    D. age-appropriate curriculum

Assignment:

Assignments may include:
1. Weekly written responses to a set of focused observation questions (6-10 topics, 2 pages each).
2. Reading and written response to a series of assigned or self-selected articles (3-5 articles, 2 page response).
3. Anecdotal observations with a developmental and curricular focus (approximately 12, 1 paragraph each).
4. Semester project connecting observations to the Desired Results Developmental Profile (DRDP) tool.
5. Attend weekly discussion group during scheduled lab hours.
6. Self-evaluation using provided criteria.
7. Weekly participation and demonstration of positive interactions with children and classroom teachers.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Weekly written responses to a set of focused observation questions. Reading and written response to a series of assigned or self-reflected articles. Self evaluation.	Writing 20 - 30%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Weekly participation in the classroom	Skill Demonstrations 50 - 60%

Exams: All forms of formal testing, other than skill performance exams.

None	Exams 0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

DRDP project	Other Category 10 - 20%

Representative Textbooks and Materials:
Instructor prepared materials.