

CATALOG INFORMATION

Dept and Nbr: CHILD 60L Title: EARLY CHILD PRACT I
Full Title: Early Childhood Practicum I
Last Reviewed: 11/9/2009

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	5.00	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	3.00	Lab Scheduled	15.00	17	Lab Scheduled	262.50
		Contact DHR	0		Contact DHR	0
		Contact Total	15.00		Contact Total	262.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 262.50

Title 5 Category: AA Degree Applicable
Grading: Grade Only
Repeatability: 04 - Different Topics
Also Listed As:
Formerly:

Catalog Description:
Supervised work with young children at Santa Rosa Junior College Child Development Centers.
Partial off-campus practicum is available upon request from instructor.

Prerequisites/Corequisites:
Completion of Child 10 or Child 110.1 and 110.2; and completion of Child 51; and concurrent enrollment in Child 60.

Recommended Preparation:
Concurrent or Previous enrollment in Child 90.4

Limits on Enrollment:

Schedule of Classes Information:
Description: Supervised work with children at SRJC Child Development Centers. Partial off-campus practicum is available upon request from instructor. (Grade Only)
Prerequisites/Corequisites: Completion of Child 10 or Child 110.1 and 110.2; and completion of Child 51; and concurrent enrollment in Child 60.
Recommended: Concurrent or Previous enrollment in Child 90.4
Limits on Enrollment:

Transfer Credit: CSU;
Repeatability: Different Topics

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
CSU GE:	Transfer Area			Effective:	Inactive:
IGETC:	Transfer Area			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:	Summer 2013
UC Transfer:		Effective:		Inactive:	

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

The students will:

1. work with the Child Development Center staff to plan and arrange suitable indoor and outdoor environments for young children.
2. will implement the daily schedule of the center.
3. describe his/her role as student teacher in the center.
4. practice professionalism in his/her interactions with staff, parents, and children.
5. familiarize themselves with the children and families served.
6. plan and implement assigned curriculum plans and activities.
7. practice appropriate interaction techniques with young children.

Topics and Scope:

1. Orientation to the Child Development Center Program
 - a. indoor and outdoor environment
 - b. daily schedule and routines
 - c. children and families served
 - d. operating policies
 - e. the students role in the program
 1. professionalism and ethics
2. Curriculum planning and implementation
 - a. art
 - b. science
 - c. music
 - d. language arts
 - e. gross motor
3. Interactions with staff, parents, and children

Assignment:

1. Weekly reading assignments.
2. Attendance at some center staff meetings.
3. Activities conducted with young children and evaluated by the instructor.
4. Self evaluation and instructor evaluation of identified skills (taken from course objectives)

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.

None, This is a degree applicable course but assessment tools based on writing are not included because problem solving assessments and skill demonstrations are more appropriate for this course.

Writing
0 - 0%

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

Field work, CONDUCTING ACTIVITIES

Problem solving
20 - 40%

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

Performance exams

Skill Demonstrations
20 - 40%

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.

INSTRUCTOR EVALUATION AND STUDENT SELF
EVALUATION OF SELF IDENTIFIED SKILLS

Other Category
30 - 60%

Representative Textbooks and Materials:

DEVELOPMENTALLY APPROPRIATE PRACTICE by Bredekamp. 1987
WHO AM I IN THE LIVES OF CHILDREN?, by Feeney. 1990
INFANTS, TODDLERS, & CAREGIVERS by Gonslaves-Mena and Eyer. 1985