

**CHLD 160.1 Course Outline as of Fall 2022****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:**

In this course, students will have 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 1A or ESL 10

**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:**

Description: In this course, students will have 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.  
(Grade Only)

Prerequisites/Corequisites: Course Completion of CHLD 10

Recommended: Eligibility for ENGL 1A or ESL 10

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.

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>

<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
---------------	----------------------	-------------------	------------------

<b>CSU Transfer:</b>	<b>Effective:</b>	<b>Inactive:</b>
----------------------	-------------------	------------------

<b>UC Transfer:</b>	<b>Effective:</b>	<b>Inactive:</b>
---------------------	-------------------	------------------

**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. Develop beginning teaching skills in the early childhood classroom, including observation, assessment, and teacher-child interaction, through observation and participation.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Use anecdotal observation to identify developmental characteristics and milestones in young children.
2. Identify practices that promote effective classroom management and positive child guidance and communication skills.
3. Develop beginning teacher skills and practices that support a play-based learning environment for young children.
4. Participate in routines and activities in the early childhood classroom.

### **Topics and Scope:**

1. 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
2. Observation of young children

- A. Use of anecdotal observation
- B. Documentation of children's skills, behaviors, and interests
- 3. The role of the teacher
  - A. Teacher roles and responsibilities
  - B. Effective communication skills with teaching staff
  - C. Partnerships with families
  - D. Facilitate play-based learning
- 4. 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. Written responses to a set of focused observation questions (6-10 topics, 500 words each).
2. Reading and written response to a series of assigned or self-selected articles (3-5 articles, 500 word response).
3. Anecdotal observations with a developmental and curricular focus (approximately 12, 100 words 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.

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:**

Desired Results Developmental Profile (DRDP), copyright 2015, California Department of Education ([www.desiredresults.us](http://www.desiredresults.us))  
Print PDF

Instructor prepared materials