CHLD 66 Course Outline as of Fall 2025

CATALOG INFORMATION

Dept and Nbr: CHLD 66 Title: INTERMED ECE PRACTICUM
Full Title: Early Childhood Care and Education Practicum
Last Reviewed: 11/13/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	4.00	Lab Scheduled	6.00	8	Lab Scheduled	105.00
		Contact DHR	0		Contact DHR	0
		Contact Total	8.00		Contact Total	140.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00 Total Student Learning Hours: 210.00

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:	

Catalog Description:
Students will participate in a supervised field experience with young children at Santa Rosa Junior College Children's Center or a designated off-campus Mentor Program site. Under the supervision of the course instructor and mentor teachers, students will apply previous understanding of developmental theory to classroom practice. This course focuses on identifying and developing skills and behaviors essential for effective early care and education. These include: building healthy, caring relationships with and between young children; environment and curriculum design, activity implementation, utilizing anecdotal observations, and professionalism.

Prerequisites/Corequisites:
Course Completion with a grade of C or better of CHLD 10, CHLD 51 and CHLD 90.4

Recommended Preparation:
Eligibility for ENGL C1000 or EMLS 10 (formerly ESL 10) or equivalent

Limits on Enrollment:
Health or Safety: “All personnel, including the licensee, administrator and volunteers, shall be in good health and shall be physically and mentally capable of performing assigned tasks. … good physical health shall be verified by a health screening, including a test for tuberculosis, performed by or under the supervision of a physician not more than one year prior to or seven

days after employment or licensure. (22 Ca. Code of Regs. 101216(g).

California Health and Safety Code Section 1596.7995.: (a) (1) Commencing September 1, 2016, a person shall not be employed or volunteer at a day care center if he or she has not been immunized against influenza, pertussis, and measles. Each employee and volunteer shall receive an influenza vaccination between August 1 and December 1 of each year.

Schedule of Classes Information:
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Transfer Credit: CSU;
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:	Transferable	Effective:	Fall 2012	Inactive:
UC Transfer:		Effective:		Inactive:

CID:
CID Descriptor: ECE 210 Practicum in Early Childhood Education
SRJC Equivalent Course(s): CHLD66

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Apply previous child development knowledge to plan, implement and evaluate developmentally- and culturally-appropriate curriculum in the early childhood classroom.
2. Demonstrate competence in implementing classroom routines and procedures as part of a teaching team.
3. Utilize naturalistic observation of young children to inform curriculum, environment design, and child assessment.
4. Develop skills to interact with children in ways that promote social-emotional development and emerging social skills.
5. Assess their teaching experiences using reflective practice to build developmentally- and culturally-appropriate classroom practices.

Objectives:
At the conclusion of this course, the student should be able to:
1. Demonstrate an understanding of child development theory and research as it relates to curriculum design, and teaching strategies for all young children.
2. Use naturalistic observation and common assessment tools to develop an individual child portfolio that includes developmental information.
3. Describe and evaluate the environments and routines that support the curriculum, developmental skills, and the interactions of children and teachers.
4. Apply appropriate individual and group guidance techniques with children, including problem solving and conflict resolution.
5. Practice appropriate professional and ethical behaviors, including effective communication and collaborative skills in the early childhood setting.
6. Use reflective practice to assess personal skills, abilities, and dispositions as a developing teacher.
7. Conduct small and large group activities while supervising varying group sizes of children in the classroom.

Topics and Scope:

I. Roles of the Teacher
- A. Role of the student teacher in the classroom
  - 1. Practicum requirements, duties, and responsibilities
  - 2. Community Care Licensing requirements
  - 3. Professionalism and ethics
- B. Guiding young children's learning and development
  - 1. Creating routines
  - 2. Designing appropriate learning environments
  - 3. Applying instructional support techniques
    - a. Promoting play
    - b. Scaffolding early learning concepts
    - c. Using questions and prompts
    - d. Building vocabulary
  - 4. Using the California Early Learning Foundations and other standards to inform practice
- C. Classroom supervision
  - 1. Creating a safe physical environment
  - 2. Facilitating large and small groups
  - 3. Using dual focus techniques

D. Relationships and interactions with young children
1. Effective communication strategies with children
2. Appropriate individual and group guidance strategies
3. Relationship building with young children
a. Primary care and one-on-one interactions
b. Age-appropriate language and communication techniques
c. Individually- and culturally-appropriate practices
d. Home language in the classroom
4. Effective strategies for guiding children with challenging behaviors
E. Qualities of effective early educators
1. Participation as a member of a collaborative teaching team
2. Self-reflection
3. Maintaining professional ethics

II. Implementing Developmentally Appropriate Curriculum for Young Children Age 0-5
A. Activities and experiences to support diverse learners
B. Activity planning and implementation
1. Supporting developmental domains
a. Language development
b. Social-emotional development
c. Cognitive development
d. Physical and motor development
2. Creating developmentally- and culturally-appropriate activities across curricular areas
a. Language and Literacy
b. Math concepts
c. Science and sensory experiences
d. Visual and performing arts
3. Enhancing the environment to support play
a. Dramatic play
b. Blocks
c. Large motor equipment and activities
d. Indoor/outdoor environment set-up
4. Planning group gatherings
5. Implementing multicultural and anti-bias curriculum

III. Utilizing Documentation and Assessment
A. Observing for developmental milestones
1. Writing anecdotal records
2. Organizing observations using the Desired Results Developmental Profile (DRDP)
B. Creating authentic assessments
1. Collecting samples and artifacts
2. Developing the individual child portfolio
3. Creating Learning Stories
C. Using observations and child assessments to design curriculum

All topics are covered in both the lecture and lab portions of the course.

Assignment:

Lecture-Related Assignments:

1. Weekly reading of text and articles (approximately 15-20 pages)
2. Writing Assignments, such as:
A. Written reading reflections (approximately 12 assignments of 1000 words each)

B. Written observations of children, teachers, program, and curriculum related to course concepts (approximately 5 at 3-5 pages)
3. Skill Demonstration Assignments, such as:
A. Written observations of children (anecdotal notes), 15-20 notes
B. Complete a partial Desired Results Developmental Profile (DRDP) for one child in the practicum placement using anecdotal observations (included in portfolio)
4. Participate in discussions (online) and/or class activities

Lab-Related Assignments

1. Written plans for curriculum activities and/or environmental enhancements to use with children during the practicum placement. Approximately 5- 7 plans; each will include a written plan of 1500- 3000 words.
2. Implement activities based on written plans
3. Participate effectively in the daily program with children and staff
4. Participate actively in weekly practicum meetings and discussion
5. Writing Assignments, such as:
A. Written evaluations of curriculum activities
B. Write a narrative developmental summary on one child in the program (approximately 1000 words)
C. Complete midterm and final self-evaluations
6. Skill Demonstration Assignments, such as:
A. Add a multicultural component to one curriculum plan
B. Create a developmental portfolio for one child in the classroom, using anecdotal observations, DRDP, work samples, and a developmental narrative
C. Midterm and final performance evaluation of skills related to working with children in the classroom, including teacher-child interaction, child guidance and professional skills

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.

Writing Assignments; Written plans for curriculum activities and/or environmental enhancements	Writing 20 - 40%

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.

Skill Demonstration Assignments; Implement activities based on written plans	Skill Demonstrations 40 - 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.

Participate in discussions (online) and/or class activities; Participate effectively in the daily program with children and staff; Participate actively in weekly practicum meetings and discussion	Other Category 10 - 20%

Representative Textbooks and Materials:
California Infant/Toddler Learning and Development Foundations. California Department of Education. 2009 (classic)
California Preschool Learning Foundations Vol. 1. California Department of Education. 2008 (classic)
California Preschool Learning Foundations Vol. 2. California Department of Education. 2010 (classic)
California Preschool Learning Foundations Vol. 3. California Department of Education. 2012 (classic)
California Preschool Curriculum Framework Vol. 1. California Department of Education. 2010 (classic)
California Preschool Curriculum Framework Vol. 2. California Department of Education. 2011 (classic)
California Preschool Curriculum Framework Vol. 3. California Department of Education. 2013 (classic)
(Note: The above documents are available online in PDF format. The students may choose to access these documents electronically free of charge.)

To Teach Well - An Early Childhood Practicum Guide. Gordon, Ann and Browne, Kathryn. Pearson Education. 2009 (classic)
Instructor prepared materials