

CATALOG INFORMATION

Dept and Nbr: CHLD 60.2 Title: INTERMED ECE PRACTICUM
Full Title: Early Childhood Care and Education Practicum
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: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: CHILD 60.2

Catalog Description:
Students will participate in a supervised field experience with young children at Santa Rosa Junior College Children's Center or designated off-campus Mentor Teacher site. This course focuses on identifying and developing skills and behaviors essential for effective teaching. These include building healthy, caring relations with and between young children, partnerships with families, classroom organization and management, curriculum development and implementation, professionalism and ethics, and familiarity with assessment tools.

Prerequisites/Corequisites:
Course Completion of CHLD 10, CHLD 51, CHLD 90.4 and Concurrent Enrollment in CHLD 60; OR Course Completion of CHLD 110.1, CHLD 110.2, CHLD 51, CHLD 90.4 and Concurrent Enrollment in CHLD 60

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: Students will participate in a supervised field experience with young children at

Santa Rosa Junior College Children's Center or designated off-campus Mentor Teacher site. This course focuses on identifying and developing skills and behaviors essential for effective teaching. (Grade Only)

Prerequisites/Corequisites: Course Completion of CHLD 10, CHLD 51, CHLD 90.4 and Concurrent Enrollment in CHLD 60; OR Course Completion of CHLD 110.1, CHLD 110.2, CHLD 51, CHLD 90.4 and Concurrent Enrollment in CHLD 60

Recommended:

Limits on Enrollment:

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 1981	Inactive: Summer 2013
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

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

1. Develop the components of an appropriate learning environment for infants, toddlers and preschoolers.
2. Demonstrate appropriate interaction and guidance techniques with infants, toddlers and preschoolers.
3. Exhibit the qualities and professional characteristics of a good teacher.
4. Develop and implement appropriate curriculum to be used with infants, toddlers and preschoolers.
5. Show an understanding of a quality relationship between teachers and families.
6. Utilize various assessment tools and techniques in an early care and education environment.
7. Use observation techniques to develop appropriate curriculum for children.
8. Manage and organize a classroom.

Topics and Scope:

- I. Appropriate environments for young children
 - A. The physical setting

1. equipment and materials
2. room arrangement
3. playground and facilities
- B. The temporal setting
 1. timing for transitions
 2. routines
 3. activities
- C. The interpersonal setting
 1. teacher/child ratios
 2. core dispositions of teachers
- II. Appropriate interactions with children
 - A. Effective strategies for communicating with children, and encouraging children to communicate with adults
 - B. Appropriate guidance strategies
 - C. Developing strategies for guiding children with challenging behaviors
- III. Role of the teacher
 - A. Qualities of a successful teacher
 1. Knowledge and skills required to make ethical professional decisions
 2. Advocacy for children and families
 - B. Organization and management of classrooms
- IV. Developmentally appropriate curriculum for infants, toddlers and preschoolers
 - A. Planning for various curricular areas, including but not limited to:
 1. language arts
 2. math
 3. manipulatives
 4. music and movement
 5. dramatic play
 6. science
 7. art
 8. physical development
 - B. Planning for developmental activities in the following domains:
 1. cognitive
 2. social development
 3. emotional development
 4. physical development
 - C. Using authentic assessment techniques to evaluate the child, program and curriculum
 - D. Utilizing appropriate assessment to design curriculum to meet both the individual needs of children and the needs of the group
- V. Building Partnerships with Families
 - A. Establishing partnerships between families and educators
 - B. Developing sensitivity to families' and educators' values and cultural backgrounds
 - C. Exploring opportunities for family involvement in early childhood programs

Assignment:

Assignments may include but are not limited to:

1. Design and implement circle times (approximately six) for young children.
2. Participate in laboratory discussions (weekly).
3. Utilize assessment to plan and implement curriculum activities (approximately 8-12) for use in early care and education programs.
4. Head Teaching Assignment: Plan and execute a classroom schedule, a staffing pattern, and two curriculum and environmental set-ups for a three-hour period of time
5. Conduct eight anecdotal observations and complete partial Desired Results Developmental Profile.
6. Participate in daily interactions with children and staff.

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.

Design; plans; observations; developmental profile

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.

Design, implementation, planning, dev. profile

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.

Attendance and participation

Other Category
20 - 30%

Representative Textbooks and Materials:

Practical Solutions to Practically Every Problem--revised edition, Steffen Saifer, Redleaf Press, St. Paul, Minnesota, 2003.