

CENTRAL TEXAS COLLEGE
SYLLABUS FOR CDEC2388
INTERNSHIP-CHILD CARE PROVIDER/ASSISTANT

Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. A work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. A learning plan is developed by the college and the employer.
- B. This course is a required course for the AAS Degree and Certificates in the Early Childhood Professions field.
- C. This course is occupationally related and serves as preparation for careers in Early Childhood Professions.
- D. Prerequisite(s): All course work

II. Learning Outcomes

- 1. Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the child care business (SCANS: C1.4, C5.4, C6.4, C7.4, C8.4, F13.5, F14.4, F15.5, F16.5, F17.5)
- 2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills. (SCANS: C9.5, C11.5, C12.3, C13.5, C14.5, F7.4, F8.5, F9.5, F13.5, F14.5, F15.4, F16.5, F17.5)
- 3. Demonstrate appropriate written and verbal communication skills using the terminology of the childcare field (SCANS: C9.3, C14.3, F1.5, F5.5, F6.5)

III. COURSE MATERIALS AND CONTENT

The instructional materials identified for this course are viewable through
http://www.ctcd.edu/im/im_main.asp

IV. COURSE REQUIREMENTS

- A. General
 - 1. Attend class and laboratories regularly.
 - 2. Participate constructively in class discussions.
 - 3. Complete all assignments on time.
 - 4. Be in class on time and remain for the duration of the class.
 - 5. Know and observe all college regulations, have a copy of the EC Handbook.
 - 6. Be present for all examinations.
 - 7. Students are required to read all assigned chapters from the textbook, to complete any outside reading if required, and be ready to report on the reading.

- B. The student is required to complete 256 lab hours

- C. Good class notes are indispensable for earning a good grade, since the material to be tested will be discussed during class. Regular attendance is important for the same reason.

V. EXAMINATIONS

- A. There will be at least two examinations (Mid-term and Final) and spot quizzes. A final exam will be given and students must take the final exam in order to pass the course.

- B. Short, unannounced quizzes may be given to encourage students to read the assignments and to listen during class.

- C. Occasionally, a student may be unavoidably absent from an exam. Only students with excused absences will be permitted to take make-up exams. When an exam is missed a doctor's note may be required before a make-up exam is given. This will be up to the instructor's discretion. Unexcused absences may result in a zero (0) grade for the exam. The time and place for the make-up exam will be determined in conference with the instructor.

VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. Withdrawal from course: It is your responsibility as a student to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

Friday of 3rd week for 5-week courses
Friday of 4th week for 6-week courses
Friday of 6th week for 8-week courses
Friday of 7th week for 10-week courses
Friday of 9th week for 12-week courses
Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A Student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

- C. Incomplete Grade: In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.
- D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

- E. American with Disabilities Act (ADA): Students requiring accommodations for the class are responsible for contacting the Office of Disability Support Services (526-1195) located in building 111, room 207 on the main campus. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- H. Scholastic Honesty: All students of the Office Technology program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Each student should avoid:
1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.
 2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.
 3. Cheating: giving or receiving information on an examination, homework, or projects.
 4. Students found guilty of scholastic dishonesty are subject to the Office Technology Department's disciplinary action and CTC's disciplinary committee; in addition, students are subject to having credit for courses cancelled.

VII. GRADING FOR THE COURSE

This is what you are graded on:

- Discussion and Peer Posts
- Professional Portfolio
- Professionalism/Exit Interview
- Final Exam (Must have a passing grade; retake until passing)

Component	Possible Points	Percentage
Discussions and Peer Posts	100	10%
Professional Portfolio	600	60%
Professionalism/Exit Interview	100	10%
Final Exam	200	20%
Total	1000	100%

This is how your course grade will be determined:

Course Grade Calculation					
Grade	A	B	C	D	F
Percent	90-100%	80-89%	70-79%	60-69%	0-59%
Points	900-1000	800-899	700-799	600-699	0-599

VIII. COURSE OUTLINE

This is a final, culminating, capstone, internship class. As such, each student’s focus should be to implement (in the lab experience) and showcase (through the portfolio) his/her acquired knowledge from all child development coursework in the degree plan.

Each student will determine his/her own observable outcomes and standards from all of the courses in his/her degree plan to include in the portfolio. The program’s course objectives should be made “visible” through documents, artifacts, or authentic assessment.

The extensive lab experience (256 hours) should provide the students with leadership opportunities geared to applying all aspects of their degree plan. Any “gaps” in knowledge should be addressed.

Portfolio documents are to include 1. Observable outcomes and standards developed from the Program Course Objectives, and 2. Learning Activities

- 1. Observable Outcomes and Standards Developed from Program Course Objectives**

Students will *determine observable outcomes and standards, and implement strategies for each of the following courses relevant to their degree plan (ask, “how will you make this visible” for each course objective):*

- a. Parent education; family and community diversity, child abuse prevention (CDEC 1303)
- b. Developmentally appropriate practice, applying theories to teaching, ethical and professional responsibilities, researching current issues in child development (CDEC 1311)
- c. Curriculum design and implementation including all facets of a developmentally appropriate environment (CDEC 1313)
- d. Well-being of children including health, safety, nutrition (CDEC 1318)
- e. Appropriate guidance techniques for promoting pro-social behaviors with children (CDEC 1319)
- f. Appropriate infant and toddler program planning, including teaching and guiding techniques unique to this age group (CDEC 1321)
- g. Teaching considerations for normal growth and development from three to five years. (CDEC 1335)
- h. Focus on growth and development for children from conception to adolescence. Focus on physical, cognitive, social, and emotional domains of development. (CDEC 1354)
- i. Principles, methods, and materials for teaching young children language and literacy through play-based, integrated curriculum. (CDEC 1356)
- j. Principles, methods, and materials for teaching young children music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking. (CDEC 1358)
- k. Possible causes and characteristics of exceptionalities, educational intervention, available resources, referral processes, and the advocacy role and legislative issues. (CDEC 1359)
- l. Principles, methods, and materials for teaching children math and science concepts through discovery and play. (CDEC 2307)
- m. Management procedures for early care and education programs of various types, including operating, supervising, and evaluating procedures (CDEC 2326)
- n. Appropriate programs, environments, materials, and teaching/guidance techniques for children ages 5-13 years. (CDEC 2341)

2. Learning Activities (IN ADDITION to Observable Outcomes and Standards Developed from Program Course Objectives from above)

- a. Student-led Conferences plan, implementation, and assessment
- b. Community and Professional Development Experiences (student should be participating in NAEYC and/or other professional development opportunities relevant to profession)
- c. Advocacy Project

- d. Themed Weekly Classroom Plan (student is in charge of ALL aspects of the classroom for one full week)
- e. Field Trip Plan, implementation, and assessment
- f. Parent Newsletter student-created and produced
- g. ECERS rating on environment; plan for necessary changes, Redo ECERS rating
- h. Professional Staff Development/Workshop student-coordinated and implemented
- i. Child care center Fire Drill implementation and assessment
- j. Researched and prepared paper/presentation on the following “Why is it important to be NAEYC accredited, and what are the steps required for NAEYC accreditation?” (Professional referencing, spelling, and grammar expected)
- k. Child Portfolios samples
- l. Updated Resume
- m. Discussion Questions and Peer Posts answers
- n. Exit Interview (Child Care Director must be a part of interview)
- o. Comprehensive Final (Essay format)

NAEYC Professional Preparation Standards

Standard 1: Promoting Child Development and Learning

Standard 2: Building Family and Community Relationships

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

Standard 4: Using Developmentally Effective Approaches to Conflict with Children and Families

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Standard 6: Becoming a Professional

Standard 7: Field Experiences

Planning the Portfolio:

The textbook that corresponds with this internship course, *How to Develop a Professional Portfolio*, 5th ed., contains valuable information and tools that will help the student to develop his/her own professional portfolio. There are also helpful PowerPoint presentations for each chapter in the textbook. By the end of this term, this text and its exercises will help the student to design and use his/her own professional portfolio for the sake of job placement and continued professional development.

Final Assessment—The Professional Portfolio

All activities and exercises in this course are designed to help the student gain a wide array of observable, practical experiences and to document those experiences to chart your professional development. The portfolio should discuss and showcase the skills and competencies that each student has mastered according to the observable outcomes and standards that have been chosen from each course to represent the degree holistically. All of the experiences and all of the artifacts that are collected and constructed this term and from previous courses that the student

has completed for his/her degree program can potentially be a part of this professional portfolio. Needless to say, creating the professional portfolio is a term-long process. The student should save and organize everything that has been collected and constructed. The student should also begin mapping the final portfolio early in the course and continue adding to it as the CDEC 2388 experiences unfold.

The textbook that corresponds with this internship course, *How to Develop a Professional Portfolio*, 5th ed., contains valuable information and tools that will help you to develop your own professional portfolio. There are also helpful PowerPoint presentations for each chapter in the textbook located in the main course “Portfolio” folder for you. The detailed “Final Professional Portfolio” assignment sheet will outline the specific requirements of this assignment for you.

Demonstrating Visual Evidence of Observable Objectives Technology Logistics for Online Teaching Format

This course requires each student to complete a 256-hour internship. For this internship, students will take on leadership roles in child care environments in ways that will advance their personal and professional development and allow them to meet observable, self-directed learning objectives. The “Technology Logistics” document, which is located in the “General Resources” folder of the online course, will explain ways that students must effectively demonstrate their participation in a variety of applied center-based contexts. It includes information and ideas for collecting video and photographic evidence, for conferring with the instructor via video conferencing, for protecting the privacy and anonymity of adults and children in photographs and recordings, and for obtaining consent to use footage of adults and children in visual evidence for this class. Please encourage students to locate, read and print this document at the beginning of the course.