



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Internship Child Care Provider/Assistant

Course Prefix and Number – CDEC-2286

Department – Education/ Early Childhood

Division – Technology and Business

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # **-2:0:6**

Equated Pay hours for course –2

Course Catalog Description –

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. This is the Capstone Course for the AAS degree in Early Childhood/ Child Development.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list Internship: 6

Prerequisites/Co-requisites - Permission of program director; must be in the final semester of the AAS degree program for Early Childhood/ Child Development. Must have a GPA of 2.0 or higher.

Prepared by Barbara S. Lynn

Date 06-19-2015

Reviewed by Department Head Barbara S. Lynn

Date 06-19-2015

Accuracy verified by Division Chair David Kucera

Date 07/10/2015

Approved by Dean or Vice President of Instruction Leigh Ann Collins

Date 12/3/15



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

1. Defining and practicing professional demeanor in the Early Childhood setting
2. Resume writing
3. Preparing a professional portfolio
4. Arranging the early childhood environment for safety and learning
5. Planning for transitions (finger plays)
6. Implementing appropriate child guidance and discipline
7. Reflecting on practice and writing the reflection
8. Defining developmentally appropriate practices and applying these to child guidance and lesson planning
9. Lesson planning: Fine Arts and Music, Math, Language Arts and Literacy, Social Studies, Science, Movement, Sensory Play
10. Creating a class book
11. Observing and assessing a target child (using anecdotal records, running records, and checklists)
12. Designing and evaluating effective family involvement
13. Conferencing with parents or other family members
14. Evaluating oneself (strengths and areas for professional development)
15. Other topics deemed relevant by the instructor

National Association for the Education of Young Children (NAEYC) Standards measured in this course:

1. Promoting child development and learning
2. Teaching and learning
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

II. Course Learning Outcomes

<p style="text-align: center;">Learning Outcomes</p> <p>Upon successful completion of this course, students will:</p>	<p style="text-align: center;">Methods of Assessment</p>
<p>1.(As outlined in the learning plan), 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 occupation and the business/industry (Early Childhood Education)</p> <p>2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.</p> <p>3. Utilize evaluations by the supervising teacher and the college instructor to identify personal strengths and to identify areas requiring continued development.</p>	<p>1. 2.A portfolio documenting lessons planned and implemented, daily tasks assigned by the workplace supervisor, and work performance evaluations. The student will participate in a final evaluative conference with the college instructor and will achieve a minimum grade of 70 points on the completed portfolio to indicate mastery.</p> <p>2. Diary entries written in a paragraph form and written reflections on artifacts submitted in the portfolio (grade of 70 indicates mastery).</p> <p>1.2.3. Written checklists by the supervising teacher and college instructor evaluating the intern's professional demeanor and workplace skills (grade of 70 indicates mastery).</p>

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Bredenkamp, S. & Copple, C. (2009). *Developmentally appropriate practice in early childhood programs* (3rd ed.) Washington, DC: NAEYC. ISBN 13: 978-1-928896-64-7

And

Wiltz, N.W., Daniels, J.S., Skelley, H.A., Cawley, H.S., & Watson-Thompson, O. *Developing and Presenting a Professional Portfolio in Early Childhood Education*. Pearson (Most recent edition).

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

None

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Students will participate in an internship for 6 hours per week at an approved Early Childhood setting under the supervision of a lead teacher. Assignments will be documented in a portfolio and weekly diary to be submitted once a month. The college supervisor will observe the student 2-3 times. The lead teacher at the site will submit an evaluation mid-term and at the end of the internship. The grade will be computed in the following manner:

Grading Policy

Attendance and class participation.....	10%	Average of 90-100.....	A
Diary of internship.....	10%	80-89.....	B
Supervisor's Evaluation.....	25%	70-79.....	C
Practicum Portfolio.....	30%	60-69.....	D
Instructor Observations of Student.....	25%	59 and below.....	F

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:
 - Basic Intellectual Competencies
 - Perspectives
 - Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.