CENTRAL TEXAS COLLEGE  
SYLLABUS FOR CDEC 2288  
INTERNSHIP-CHILD CARE PROVIDER/ASSISTANT  

Semester Hours Credit: 2

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. 192 hours of lab required

B. This course is a required course for the AAS Degree and Certificates in the Child Development field.

C. This course is occupationally related and serves as preparation for careers in Child Development.

D. Prerequisite(s): All course work

II. LEARNING OUTCOMES

A. 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)


C. 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. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through

http://www.ctcd.edu/books

June 9, 2016
IV. COURSE REQUIREMENTS

A. General

1. Participate in class, labs, or field experiences regularly.
2. Participate constructively in class discussions.
3. Complete all assignments and examinations on time.
4. Attend any face to face classes on time and remain for the duration of the period. Check into Bb regularly for online courses.
5. Know and observe all college regulations.
6. Read all assigned selections from the text, or other, as assigned.
7. Ask instructor for permission before using audio-recorders to record face-to-face classes.
8. Keep cell phone on vibrate in face-to-face class. Refrain from texting, or using cell phone in face-to-face class, unless otherwise indicated by instructor.

Good class participation is indispensable for earning a good grade. Regular attendance, whether in person or online, is essential for the same reason.

B. Lab Requirements and Field Experience requirements are the same in all online and face to face classes. Details are explained in your course.

NOTE: No student may receive a final grade without completing the required lab or field experience hours in full.

V. EXAMINATIONS

A. There will be at least two examinations. (Quizzes are optional.)
B. Make-up examinations will be given only with the instructor’s permission.
C. All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

VI. SEMESTER GRADE COMPUTATIONS

A. Your point total is determined by adding earned points on each scored assignment (projects, labs, examinations, participation, exams, quizzes, discussions, other).
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

### VII. NOTES AND ADDITIONAL INSTRUCTIONS

A. **Withdrawal from course:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who 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 statue 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. **Professionalism**: Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.

E. **American with Disabilities Act (ADA)**: Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. 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 Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy.

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.

VII. GRADING FOR THE COURSE

This is how your course grade will be determined:

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Assignments (5 @ 30 points each)</td>
<td>125</td>
</tr>
<tr>
<td>Major Applied Assignments (11 @ 40 points each)</td>
<td>500</td>
</tr>
<tr>
<td>Exit Interview</td>
<td>50</td>
</tr>
<tr>
<td>Final (must pass to receive course grade)</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>750</td>
</tr>
</tbody>
</table>
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 (192 hours) should provide the students with leadership opportunities geared to applying all aspects of their degree plan. Any “gaps” in knowledge should be addressed.

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):

1. Parent education; family and community diversity, child abuse prevention (CDEC 1303)
2. Developmentally appropriate practice, applying theories to teaching, ethical and professional responsibilities, researching current issues in child development (CDEC 1311)
3. Curriculum design and implementation including all facets of a developmentally appropriate environment (CDEC 1313)
4. Well-being of children including health, safety, nutrition (CDEC 1318)
5. Appropriate guidance techniques for promoting pro-social behaviors with children (CDEC 1319)
6. Appropriate infant and toddler program planning, including teaching and guiding techniques unique to this age group (CDEC 1321)
7. Teaching considerations for normal growth and development from three to five years. (CDEC 1354)
8. Focus on growth and development for children from conception to adolescence. Focus on physical, cognitive, social, and emotional domains of development. (CDEC 1354)

9. Principles, methods, and materials for teaching young children language and literacy through play-based, integrated curriculum. (CDEC 1356)

10. 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)

11. Possible causes and characteristics of exceptionalities, educational intervention, available resources, referral processes, and the advocacy role and legislative issues. (CDEC 1359)

12. Principles, methods, and materials for teaching children math and science concepts through discovery and play. (CDEC 2307)

13. Management procedures for early care and education programs of various types, including operating, supervising, and evaluating procedures (CDEC 2326)

14. Appropriate programs, environments, materials, and teaching/guidance techniques for children ages 5-13 years. (CDEC 1311)

**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 2288 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 192-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.