SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: CHILD CARE INTERNSHIP I
COURSE NUMBER: CHLD-0244
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE(S): Completion of the first semester Child Care Education courses or consent of the instructor.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
In-service teacher aide training with children in groups is provided. Emphasis is placed on developing basic observing and recording skills through in-depth case studies. Students participate in assistance tasks and interact with children.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Introduction
   A. Orientation to student teaching
B. Placement
C. Effective teaming

II. The Profession
   A. Kinds of child care services
   B. Requirements
      1. Teachers
      2. Aides
   C. Professional ethics
   D. Professional organizations
      1. Local
      2. State
      3. National

III. Teacher and/or Aide Responsibilities
   A. Assisting with guidance and learning experiences
   B. Organizing classroom activities
   C. Supervising various routines
   D. Learning environment
   E. Student teacher values
   F. Student teacher ethics

IV. Observation
   A. Rationale for skilled observation and record keeping
   B. Methods and techniques for keeping records
   C. Rules for good observation
   D. Professional ethics of observation and record keeping

V. Observing an Individual Child—A Case Study
   A. Guidelines to follow
   B. Developing skill in “seeing” what the child is doing
   C. Relating the child’s behavior to:
      1. His/her physical environment
      2. The people around him/her
      3. His/her growth and development
   D. Using checklists, assigned readings, and in-class discussions

VI. Writing the Case Study and Other Reports
   A. Objectivity and subjectivity
   B. Words as tools
   C. Examples

EXPECTED LEARNER OUTCOMES:

A. The student will be able to describe issues regarding orientation to student teaching.
B. The student will be able to describe and discuss the various aspects of the early childhood education profession.
C. The student will be able to describe various aspects of teacher and/or aide responsibilities.
D. The student will be able to list and describe observation skills.
E. The student will be able to use tools of observation for a case study of a child.
F. The student will be able to write a case study of a child.

COURSE COMPETENCIES:

The student will be able to describe issues regarding orientation to student teaching.
1. The student will be able to demonstrate the ability to distinguish the various aspects and responsibilities regarding orientation for student teachers.
2. The student will be able to identify issues of placement for student teachers.
3. The student will be able to discuss and identify effective teaming.

The student will be able to describe and discuss the various aspects of the early childhood education profession.
4. The student will be able to list the kinds of child care services.
5. The student will be able to list requirements for teachers in early childhood education.
6. The student will be able to list requirements for aides in early childhood education.
7. The student will be able to identify and interpret the role of professional ethics.
8. The student will be able to list and identify professional organizations at the local level.
9. The student will be able to list and identify professional organizations at the state level.
10. The student will be able to list and identify professional organizations at the national level.

The student will be able to describe various aspects of teacher and/or aide responsibilities.
11. The student will be able to assist with guidance and learning experiences.
12. The student will be able to organize various classroom activities.
13. The student will be able to supervise various routines.
14. The student will be able to critique the functioning of the entire center staff of the learning environment.
15. The student will be able to identify the student teacher/aide values.
16. The student will be able to identify the relevance of student teacher/aide ethics.

The student will be able to list and describe observation skills.
17. The student will be able to describe rationale for skilled observation and record keeping.
18. The student will be able to critique methods and techniques for keeping records.
19. The student will be able to list rules for good observation.
20. The student will be able to identify professional ethics of observation and record keeping.

The student will be able to use tools of observation for a case study of a child.
21. The student will be able to list the guidelines to follow.
22. The student will be able to demonstrate skills in “seeing” what the child is doing.
23. The student will be able to relate a child’s behavior to his/her physical environment.
24. The student will be able to relate a child’s behavior to the people around him/her.
The student will be able to relate a child's behavior to his/her growth and development.

26. The student will be able to use checklists, assigned readings, and in-class discussions.

The student will be able to write a case study of a child.

27. The student will be able to differentiate between objectivity and subjectivity.

28. The student will be able to demonstrate the ability to use words as tools.

29. The student will be able to interpret and analyze various examples.

30. The student will be able to write a case study of a child.

ASSESSMENT OF LEARNER OUTCOMES:

The assessment methods may include but are not limited to the following:

- Homework
- Class participation
- Journals
- Tests
- Instructor consultations
- Evaluation by on-site supervisors
- Self-assessment
- Final exam

The grading scale and the process for calculation the course grades are to be determined by the individual instructors. This information will be included on each instructor’s syllabus.

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Kansas City Kansas Community College

21st Century General Education Learning Outcomes

Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes

The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes

The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes

The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes

The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes

The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.
Personal and Interpersonal Skills Learning Outcomes

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.