SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: CHILD CARE INTERNSHIP II
COURSE NUMBER: CHLD-0245
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.”

PREREQUISITES: Successful completion of CHLD-0244 Child Care Internship I or consent of the instructor. This course may be taken concurrently with CHLD-0240 Curriculum Planning for Young Children.

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

COURSE DESCRIPTION:
The course provides additional internship experience in child care centers. Emphasis is placed on planning and carrying out lesson plans and experiences developmentally appropriate to the group of young children at the intern site.

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. Review
   A. Classroom placement
   B. Team characteristics
   C. Staff relationships
II. Licensing Regulations
   A. Kansas
   B. Missouri
   C. Other

III. Program
   A. Child development
   B. Learning theory and philosophies
   C. Instruction
      1. Group times
      2. Themes
      3. Discovery centers

IV. Learning Environment
   A. Indoor
   B. Outdoor

V. Classroom Management
   A. Child behaviors
   B. Infant/toddler placement
   C. Preschool placement
   D. School age placement
   E. Children with special needs placement
   F. Other placement

VI. Communication
   A. Child
   B. Staff
   C. Parent(s)
   D. Other student teachers

EXPECTED LEARNER OUTCOMES:
A. The student will be able to discuss issues of student teaching internship.
B. The student will be able to examine various state regulations for child care centers and homes.
C. The student will be able to describe various aspects of programming in an early childhood education setting.
D. The student will be able to manage the learning environment.
E. The student will be able to evaluate opportunities for effective classroom management.
F. The student will be able to demonstrate the various modes of communication.

COURSE COMPETENCIES:

The student will be able to discuss issues of student teaching internship.
1. The student will be able to identify personal goals for the internship.
2. The student will be able to identify programs that will help student reach personal goals.
3. The student will be able to locate and secure placement for internship.
4. The student will work with a community supervisor in a collaborative relationship in order to reach goals.
5. The student will be able to discuss ideas and ask questions with the community supervisor.
6. The student will record and discuss ideas and suggestions made by the community supervisor.

The student will be able to examine various state regulations for child care centers and homes.
7. The student will be able to describe and follow, if necessary, the child abuse and neglect reporting procedures.
8. The student will be able to describe and follow health, safety, and emergency procedures of the placement.
9. The student will describe and follow daily activities and routines of the placement program.
10. The student will demonstrate an ability to follow a work schedule mutually agreed upon by community placement supervisor and follow the placement’s procedures in case of absence.
11. The student will be able to describe how state licensing requirements affect the program in which they are placed.
12. The student will be able to articulate reasons for the particular policies, regulations and routines of the community placement.

The student will be able to describe various aspects of programming in an early childhood education setting.
13. The student will be able to describe the type of curriculum practiced at the internship placement.
14. The student will be able to describe the philosophy maintained by the placement site.
15. The student will be able to describe and discuss the values of the early childhood setting in which they intern.
16. The student will be able to state and analyze the mission statement of the program placement.
17. The student will be able to identify actual program components that exemplify the program’s curriculum, philosophy, values and mission statement.
18. The student will be able to discuss whether practice matches mission, values stated, and philosophy of the program.

The student will be able to manage the learning environment.
19. The student will be able to describe what the NAEYC Code of Ethical Conduct covers in early childhood settings.
20. The student will be able to distinguish behavior in the placement that does not reflect the code.
21. The student will be able to identify the placement program’s course of action and chain of command when it comes to voicing concerns about unethical conduct.
22. The student will be able to demonstrate behavior during the intern placement that upholds the NAEYC Code of Ethical Conduct.
23. The student will attend an early childhood professional conference and report orally, and in written form, about the professionalism as related to the code.
24. The student will be able to communicate in written words, in weekly reflections, about experiences with ethical conduct situations at the intern placement setting.

**The student will be able to evaluate opportunities for effective classroom management.**
25. The student will be able to interact with children without using physical punishment or any form of verbal or psychological abuse.
26. The student will be able to identify health and safety hazards and protect children from harm.
27. The student will be able to utilize knowledge of “Universal Precaution” when dealing with body fluids.
28. The student will be able to describe accepted guidance and classroom management techniques.
29. The student will be able to discuss the pros and cons of the guidance techniques and interaction strategies used with children at the intern placement setting.
30. The student will be able to communicate in written words, in weekly reflections, about child guidance and child interactions issues and resolution that arise at the intern placement setting.

**The student will be able to demonstrate the various modes of communication.**
31. The student will be able to discuss internship concerns, problems, and successes with other students in the class.
32. The student will be able to demonstrate effective oral communication with the intern placement supervisor and staff.
33. The student will be able to demonstrate effective oral communication with the children, and parents, at an internship setting.
34. The student will be able to document, in written form, reports for the internship placement.
35. The student will be able to write a detailed account of the semester long internship in a portfolio.
36. The student will be able to make an oral presentation to fully describe the internship experience and what was learned.
37. The student will be able to write a self-assessment, relating back to their personal goals, about the internship experience.
38. The student will be able to write a review of a professional article highlighting an early childhood education area of interest.

**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.*
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.