

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EEC 4940

COURSE TITLE: Internship Early Childhood

PREREQUISITE(S): None

COREQUISITE(S): None

STUDENT ADVISING NOTES: Senior Level Status

CREDIT HOURS: 6

CONTACT HOURS/WEEK: 26 (total 360 for term)

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:

Laboratory:

Other Field Experience Average 26 per week (360 for term)

FACULTY WORKLOAD POINTS: Calculated on the # of students in the internship

STANDARDIZED CLASS SIZE ALLOCATION: 35

CATALOG COURSE DESCRIPTION:

This course is a full day, full semester internship, with field placement in a kindergarten, prekindergarten or primary grade, 1 through 3, where teacher candidates demonstrate the ability to apply knowledge, skills and dispositions in authentic situations.

SUGGESTED TEXT(S): Daniel Zukergood, Daniel and Bettencourt, *Anne Marie*, Teaching in the Real World: Strategies to Survive and Thrive, Merrill. 2009.

SUGGESTED TEXT(S): (Continued)

Roe, Betty, Ross, Elinor, Smith, Sandy, Student Teaching and Field Experience, Merrill 2007

Tyminski, Carroll. Your Early Childhood Practicum and Student Teaching Experience: Guidelines for Success, Merrill, 2010

IMPLEMENTATION DATE:

Fall Term, 2009 (20101) - Proposal 2009-05

REVIEW OR MODIFICATION DATE:

COURSE TOPICS

CONTACT HOURS
PER TOPIC

- | | |
|--|----|
| I. Refinement of Teaching Techniques | 10 |
| <ul style="list-style-type: none"> A. Guiding children's behavior and overall classroom management B. Verbal and non-verbal communication skills C. Time management and pacing D. Short and long term planning (daily, weekly, unit plans) E. Instructional organization/curriculum development F. Presentation of subject matter G. Evaluation of student learning | |
| II. Refinement of ability to diagnose teaching problems and improve | 6 |
| <ul style="list-style-type: none"> A. Working with supervising teacher, college supervisor and peers to diagnose and correct problems B. Acquiring strategies for self-evaluation and learning more effective teaching practices C. Developing skills as a reflective teacher | |
| III. Developing positive, collaborative, and professionally satisfying relationships with colleagues | 10 |
| <ul style="list-style-type: none"> A. Developing open communication with peers and supervisors B. Sharing input and dialog about teaching C. Developing respect for different ideas and teaching styles D. Celebrating personal accomplishments and professional growth | |
| IV. Field Work Remainder of hours. Full semester internship, minimum 360 hours in classroom with supervising teacher. | |



**Florida State College
At Jacksonville**

**Course Learning Outcomes &
Assessment**

NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry. Section 1

COURSE PREFIX AND NUMBER: EDP4940

SEMESTER CREDIT HOURS (CC): 6
CONTACT HOURS (NCC):

COURSE TITLE: Internship Early Childhood

Section 2

TYPE OF COURSE: (Click on the box to check all that apply)

- | | | | | | |
|-------------------------------------|---|--------------------------|---|--------------------------|------------------------------|
| <input type="checkbox"/> | AA Elective | <input type="checkbox"/> | AS Required Professional Course | <input type="checkbox"/> | College Prep |
| <input type="checkbox"/> | AS Professional Elective | <input type="checkbox"/> | AAS Required Professional Course | <input type="checkbox"/> | Technical Certificate |
| <input checked="" type="checkbox"/> | Other <u>BS ECE</u> | <input type="checkbox"/> | PSAV | <input type="checkbox"/> | Apprenticeship |
| <input type="checkbox"/> | General Education: (For General Education courses, you must also complete Section 3 and Section 7) | | | | |

Section 3 (If applicable)

INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

- | | | | | | |
|--------------------------|-------------------------|--------------------------|---|--------------------------|--------------------|
| <input type="checkbox"/> | Communications | <input type="checkbox"/> | Social & Behavioral Sciences | <input type="checkbox"/> | Mathematics |
| <input type="checkbox"/> | Natural Sciences | <input type="checkbox"/> | Humanities | | |

Section 4

INTELLECTUAL COMPETENCIES:

- | | | | | | | | | | |
|----------|----------------|----------|------------------|----------|-----------------------------|--------------------------|----------------------------|--------------------------|-------------------------------------|
| X | Reading | X | Speaking | X | Critical Analysis | <input type="checkbox"/> | Quantitative Skills | <input type="checkbox"/> | Scientific Method of Inquiry |
| X | Writing | X | Listening | X | Information Literacy | X | Ethical Judgment | X | Working Collaboratively |

Section 5

LEARNING OUTCOMES		METHOD OF ASSESSMENT
• 1	Create developmentally appropriate curriculum plans based on individual children's needs and interests within the context of family, culture, and society.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation
• 2	Integrate theory and research into curriculum planning.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation
• 3	Integrate multicultural and diversity issues into curriculum plans	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
• 4	Design classroom schedules and lesson plans.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation

Section 5 (Continued)		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
• 5	Demonstrate techniques to communicate with families and professionals.	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
• 6	Demonstrate the ability to use guidance and management techniques to support the social and emotional development of young children from birth to age five.	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
• 7	Demonstrate sensitivity to the child guidance practices of families and cultures.	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
• 8	Demonstrate supportive teacher child relationships and promote positive peer relationships.	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
• 9	Document observations using techniques such as running records, anecdotal records, event sampling, time sampling, rating scales, and checklists.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation
• 9	Demonstrate the ability to interpret and use assessment and screening results to make curriculum Decisions and communicate with parents and professionals.	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
•	Develop positive, collaborative relationships with colleagues, other professionals, and families and work effectively as a member of a professional team.	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
•	Reflect on teaching practices, selfassess and evaluate the effect of choices and actions on children, parents, and other professionals to plan and modify teaching behaviors and program plans.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation

Section 6

Name of Person Completing This Form: Dr. Carole Byrd, Associate Dean Education Date: February 20, 2009