

MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE

COURSE OUTLINE

DEPT. EDUC

COURSE NUMBER: 1510

NUMBER OF CREDITS: 2-4

Lecture: 0 Lab: 0 OJT 2-4

Course Title:
Internship

Catalog Description:
Internship for Early Childhood Education provides an opportunity to apply knowledge and skills in an early childhood or childcare setting. Students will observe and assess children's development and behavior, implement a variety of learning experiences that are developmentally appropriate, and maintain professional relationships. Field experiences: minimum of 30 hours.

Prerequisites or Necessary Entry Skills/Knowledge:
Instructor permission

FULFILLS MN TRANSFER CURRICULUM AREA(S) (*Leave blank if not applicable*)

Goal 1: Communication: ____ by meeting the following competencies:

Goal 2: Critical Thinking: ____ by meeting the following competencies:

Goal 3: Natural Sciences: ____ by meeting the following competencies:

Goal 4: Mathematics/Logical Reasoning: ____ by meeting the following competencies:

Goal 5: History and the Social and Behavioral Sciences: ____ by meeting the following competencies:

Goal 6: The Humanities and Fine Arts: ____ by meeting the following competencies:

Goal 7: Human Diversity: ____ by meeting the following competencies:

Goal 8: Global Perspective: ____ by meeting the following competencies:

Goal 9: Ethical and Civic Responsibility: ____ by meeting the following competencies:

Goal 10: People and the Environment: ____ by meeting the following competencies:

Topics to be Covered
Professional conduct standards
Skills to promote health and safety
Developmentally appropriate guidance
Observation
Instruction in small and large groups
Positive written and oral communication skills
Enhancement of development across curriculum areas

Student Learning Outcomes

Demonstrate problem-solving strategies

Demonstrate oral and written communication skills.

Improve knowledge of cultural diversity as it relates to interactions with children and families.

Understand dynamics of interpersonal relationships with children, families, and mentor.

Evaluate behavioral challenges and implement effective strategies.

Identify and deliver developmentally appropriate learning experiences.

Is this course part of a transfer pathway: Yes ☒ No ☐

***If yes, please list the competencies below**

1. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: strategies for assessing a preprimary-aged child's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that: meet children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, and nourishment and elimination (TECE 3.C.7.f) strategies for assessing a preprimary-aged child's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that: build children's confidence, creativity, imagination, personal expression of thoughts and feelings, initiative, and persistence in task completion (TECE 3.C.8.b)
2. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must: develop a learning community in which individual differences are respected (SEP 3.Q)
3. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must: demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs (SEP 4.E)
4. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must: engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning (SEP 5.M)

5. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must: understand the influences of the teacher's behavior on student growth and learning (SEP 9.C): understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues (SEP 9.G)
6. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must: collaborate with other professionals to improve the overall learning environment for students (SEP 10.G)

Revised Date: 9/2020