CHD1941
Child Development Internship

Class Meeting Times: Thursday, 6:30-8:00 PM
Class Location: NWFSC, Niceville Campus, Bldg Q, Room 146

Professors: Ms. B. Sandlin
Office: Building M, Room 104
Phone 729-5386
Email sandlinb@nwfsc.edu

The purpose of this course is to provide early childhood students with practical, real-life experience in an early childhood classroom with children while attending class a class to receive guidance and instruction from the professor. While enrolled in this class, you will attend class weekly. In class you will receive
• instruction in the CDA/FCCPC functional areas
• guidance in collecting and/or developing the required materials for the FCCPC Early Childhood Portfolio or CDA Professional Resource File,
• guidance and assistance in the writing of competency statements and an autobiography and
• instruction and support as you prepare to be observed in an early childhood classroom.

Required Laboratory Hours
In addition to attending weekly class meetings, every student must complete a minimum of 7.5 hours in an early childhood classroom weekly. If you are employed in an early childhood setting, you must complete those hours as a part of your employment. If you are not employed in an early childhood setting, you will work with your professor to set up an assignment at the NWFSC Child Development & Education Center or other setting to complete this requirement. This is the setting where your observation will take place.

FCCPC/CDA Requirements
In this course, you will complete several major requirements for the FCCPC or CDA credential. These requirements include:
• A portion of the required classroom training hours
• A portion of the required hours of experience
• Completion of the FCCPC Early Childhood Portfolio or CDA Professional Resource File
• Classroom Observation Requirement
• Distribution & Collection of Parent Questionnaires (CDA Candidates Only)

Required Materials:
▪ CDA packet for your current work setting (Infant/Toddler Center Based, Preschool Center Based or Family Child Care)-You can purchase the preschool packet at Child Care Services in Uptown Station (phone 833-9336). The Early Learning Coalition ordered several packets a year ago for students. They still have infant/toddler and family child care packets available free of charge. They no longer have any preschool packets. Call 833-3627 to make arrangements to go and pick one up.
▪ A Pocket Folder and 7 file folders
This is a college course. It is your responsibility to have the necessary school supplies for the course such as paper, pen/pencil, stapler and staples, paper clips, etc. Please do not ask your professor to provide you with these supplies.

Course Assignments
100 Points Autobiography & 8 competency statements
50 Points Resource Collection (17 Items)
100 Points Classroom Observation
250 Points TOTAL

Details for each assignment will be provided in class. Your success in this course will be dependent on meeting all deadlines for drafts and final copies of the writing assignments (autobiography and competency statements).

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92-100</td>
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<tr>
<td>B</td>
<td>82-91</td>
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<tr>
<td>C</td>
<td>72-81</td>
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<tr>
<td>D</td>
<td>64-71</td>
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<tr>
<td>F</td>
<td>63 and below</td>
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COURSE POLICIES

STUDENT RIGHTS, RESPONSIBILITIES, AND ACADEMIC INTEGRITY
Students are responsible for adherence to all college policies and procedures, including those related to academic freedom, cheating, classroom conduct, and other items included in the NWF STATE COLLEGE Catalog and Student Handbook. Students should be familiar with the rights and responsibilities detailed in the NWFSC COLLEGE Catalog and Student Handbook. Plagiarism, cheating or any other form of academic dishonesty is a serious breach of student responsibilities and may trigger consequences which range from a failing grade to formal disciplinary action. All work submitted in this class must be your work. DO NOT submit work done by another student or “borrow” work from another source such as a book, journal, or website.

ACCOMMODATIONS FOR SPECIAL NEEDS STUDENTS
If you have special needs for which accommodations must be appropriate to assist you in this class, please contact the Office of Services for Students with Special Needs in Building C-1 on the Niceville Campus, or call 729-6079 (TDD 1-800-955-8771 or Voice 1-800-955-8770).

POLICY ON ATTENDANCE & TARDIES
Students are expected to attend class regularly. Excessive absence (2 or more class nights) from class will be reported to the Vice President of Instruction and will result in loss of one letter grade. Three tardies are equal to one absence. Absence from three nights of class for any reason will result in loss of credit for the course. If illness or another major requires extensive absence from class, the student has the option of withdrawing from the course.
PARTICIPATION
It will be expected that you complete all assigned readings and are prepared to participate in class discussion.

CHILDREN IN THE CLASSROOM (See NWF STATE COLLEGE Catalog)
As a courtesy to other students and the learning process, students may not bring children with them to class sessions.

CLASSROOM CONDUCT
One of the results of television in our society seems to be that we have grown accustomed to being entertained in our homes, in our own living rooms. If we need to talk to family members, visit the fridge, the bathroom, or make a telephone call, we don’t hesitate to do so. We have become desensitized to distracting noises; we’ve become accustomed to talking constantly all the time that we’re being entertained. This behavior works at home, but when transposed to the area of the classroom, it becomes disruptive, irritating and frustrating to those around you.

You will be expected to conduct yourself in class in a manner that creates an environment that promotes learning. With the exception of assigned group activities, it is not acceptable to converse with your fellow classmates during class. You will be provided with a break to go to the bathroom, get a snack, make phone calls. Please take care of any needs before class so that you can remain in the classroom and attentive during class time except in EXTREME emergencies.

CELL PHONE/ELECTRONIC DEVICES IN THE CLASSROOM (See NWF STATE COLLEGE Catalog)
Cell phones, pages, and other electronic devices must be turned off during class time. Communication by electronic device during class is strictly prohibited. Use of electronic communication devices during examinations or other graded activities may constitute grounds for disciplinary action. Where emergency or employment situation require access to electronic communication services, arrangements may be made in advance with the professor.

EMERGENCY CLOSING OF COLLEGE
In the event of unusual or extraordinary circumstances, the schedule, requirements, and procedures in this course are subject to change. If the college closes for inclement weather or other emergency, any exams, presentations or assignments previously scheduled during the closure period will automatically be rescheduled for the first regular class meeting held once the college re-opens. If changes to graded activities are required, students will not be penalized as a result of the adjustments, but will be responsible for meeting revised deadlines and course requirements.

ADDRESSING YOUR PROFESSOR IN CLASS
There is a trend for early childhood education students to address their professors by first name. However, the same student would never consider walking into a psychology class or English class and call their college professor Bill or Jane. Regardless of the teaching field, all college professors at NWF STATE COLLEGE have the same level of preparation and education. Calling an early childhood education professor by first name, sends a message that what they do and what you the student are studying is less significant than other fields of study. It takes away from the professionalism of early childhood education. Please address your professor by last name.

The schedule, requirements, and procedures in this course are subject to change in the event of unusual or extenuating circumstances; in such cases, students will be provided with written notice sufficient to plan for and accommodate the changes.
Northwest Florida State College subscribes to Turnitin, an online plagiarism detection and prevention service. By enrolling in this class, you are consenting to upload your papers to Turnitin, where they will be checked for plagiarism. Papers submitted to Turnitin are saved as source documents within the Turnitin database solely for the purpose of detecting plagiarism in other papers.

You need to sign up at turnitin.com as soon as possible. You will submit all of your assignments here. You will be able to view your grades on your assignments. Go to www.turnitin.com.

1. On the right hand side of the webpage, click on New Users.
2. Create a User Profile-Select Student and then click on the NEXT button.
3. Type in the turnitin class id: 4661851 and turnitin.com class enrollment password: intern. Then click on NEXT button.
4. Enter your email address. You should type in the email address that you wish your professor to use when emailing the class. You may type in your personal email address or your NWFSC student email address. Then click on NEXT.
5. Type in your first name and your last name. Then click on NEXT.
6. Read the user agreement. Select “I agree” to complete the user profile.
7. This will take you to your student home page. Here you will find the folders for submitting your assignments. At the top of the page, you will see tabs for the grade book and discussion board as well. You can post questions or information at the Discussion Board for your fellow students and your professor.

If you have used turnitin.com in another class, you will not need to do the above. You will need to sign in to turnitin.com using your username (email) and password. Then you will ADD A CLASS. Type in the class id and the class enrollment password above.

### ASSIGNMENT DUE DATES

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<tr>
<th>Assignment</th>
<th>Draft Due Date</th>
<th>Final Due Date</th>
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<tr>
<td>Autobiography</td>
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<td>Saturday, January 21, 11:59 PM</td>
</tr>
<tr>
<td>Statement 6</td>
<td>Saturday, January 21, 11:59 PM</td>
<td>Saturday, January 28, 11:59 PM</td>
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<td>Statement 1</td>
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<td>Saturday, February 4, 11:59 PM</td>
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<td>Statement 3</td>
<td>Saturday, February 11, 11:59 PM</td>
<td>Saturday, February 18, 11:59 PM</td>
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<tr>
<td>Statement 4</td>
<td>Saturday, February 18, 11:59 PM</td>
<td>Saturday, February 25, 11:59 PM</td>
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<td>Statement 5</td>
<td>Saturday, February 25, 11:59 PM</td>
<td>Saturday, March 3, 11:59 PM</td>
</tr>
<tr>
<td>Statement 7</td>
<td>NA</td>
<td>Saturday, March 10, 11:59 PM</td>
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<tr>
<td>Statement 8</td>
<td>NA</td>
<td>Saturday, March 10, 11:59 PM</td>
</tr>
<tr>
<td>Complete Resource File</td>
<td>NA</td>
<td>March 15, Turn in at the beginning of Class</td>
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<tr>
<td>Observation</td>
<td>NA</td>
<td>Scheduled during March 6-April 28</td>
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</table>
Information on Preparing for the Classroom Observation

If for some reason you must cancel or change the date of the observation, notify me in class or call Ms. Aaron at 729-5386 and notify her.

How to Prepare for the Observation

___  Read the observation book from front to back. You will be evaluated on all items listed. Keep in mind that during the observation, you will be evaluated on the physical environment even if on most days you are not the lead person in that room responsible for the upkeep of the environment.

Here are just a few questions to ask yourself that sometimes students forget. Keep in mind that you need to ask yourself about each item on the observation tool.

1. Is my room safe, clean and sanitized?
2. Are the toys and materials in my room safe, clean, and sanitized?
3. Is the bathroom that the children use clean and sanitized?
4. Are the shelves and containers labeled with pictures and possibly words?
5. Check your book shelf. Do the books reflect diversity?

___ Provide the following no later than 3 days before your scheduled observation. If these items are not turned in by the deadline the observation will be canceled and will be rescheduled at the convenience of the instructor.

a. Copy of your daily schedule for the classroom in which the observation will take place.
b. A detailed daily plan for the hours 8 AM to 12:00 that names all activities (i.e. circle time, learning centers, outdoor play, small group, etc.), materials needed for each activity, and the goal or purpose for the activity.
c. A map or written directions to your program and a phone number where I can reach you that morning if I have any problems.

___ When I arrive, you will need to provide the CDA Assessment Observation Instrument (Blank). If you do not have it with you, I will have to cancel your observation and reschedule for another day.
Autobiography  
6 Competency Statements-CDA  
8 Competency Statements -FCCPC

Competency Goal I: To establish and maintain a safe, health learning environment

**Item 1:**  
  a. Provide a summary of the legal requirements in your state regarding child abuse and neglect (including contact information for the appropriate agency),  
  b. and also your program’s policy regarding your responsibility to report child abuse and neglect.

**Item 2:** Include the current certificate of completion of a certified pediatric first-aid training course (that includes treatment for blocked airway and providing rescue breathing for infants and young children). Certification must have been within the past three years.

**Item 3:** Use the internet, public library, or your program’s professional library to obtain the name and contact information for an agency that supplies information on nutrition education for families (e.g., Cooperative Extension Service or Child care Food Program).

**Item 4:** Provide a sample of your weekly plan that includes  
  a. goals for children’s learning and development,  
  b. brief description of planned learning experiences,  
  c. and also accommodations for children with special needs (whether for children you currently serve or may serve in the future).
Competency Goal II: To advance physical and intellectual competence

Item 5:
   a. Select four songs, finger plays, word games, or poems that you can use to promote phonological awareness.
   b. Describe strategies to promote phonological awareness among children whose home language is other than English.

Item 6: Choose one of the options below:
   For Teachers of Infants and Toddlers: Describe 9 learning experiences that promote physical, cognitive, & creative development-3 for young infants, 3 for mobile infants, and 3 for toddlers. Each learning experience should promote physical, cognitive and creative development. Describe the goals, materials, and teaching strategies used.
   For Teachers of Preschoolers: Describe 9 learning experiences for three, four, & five year old children (three for three-year olds, three for four-year olds, and three for five-year olds. Each learning experience should promote physical, cognitive and creative development. Describe the goals, materials, and teaching strategies used.
   For Family Child Care Providers: Describe the goals, materials, and teaching strategies used. Infants, toddlers, and preschoolers (three for infants, three for toddlers, and three for preschoolers). Each learning experience should promote physical, cognitive, and creative development. Describe the goals, materials, and teaching strategies used. \n
Each of the 9 learning experiences must include:
   a. Physical development goal (FL Standard)
   b. Cognitive development goal (FL Standard)
   c. Creative development goal (FL Standard)
   d. List of materials
   e. Teaching strategies (procedures)
### Competency Goal III: To support social and emotional development and provide positive guidance

**Item 7:** Provide the titles, authors, publishers, copyright dates, and short summary of ten age-appropriate children’s books that you use to support development of children’s self-concept and self-esteem, and to help children deal with life’s challenges. These books may support development of cultural and linguistic group identity; gender identity; children with disabilities or special needs; separation, divorce, remarriage, or blended families; everyday activities and routines; and/or the cycle of life from human reproduction to death.

**Item 8:** Use the internet, public library, or your program’s professional library to obtain at least two resources to assist teachers in constructively dealing with children with challenging behaviors (such as aggressive behavior like hitting or biting, or shyness).

**Item 9:** Provide the name and telephone number of an agency in the community where you work for making referrals to family counseling.

### Competency Goal IV: To establish positive and productive relationships with families

**Item 10:** Find out where to obtain resources, materials, and translation services for families who home language is other than English. Provide the agency name and contact information.

**Item 11:** Document your program’s policies that specify parents’ responsibilities and what the program does for parents.

### Competency Goal V: To ensure a well-run purposeful program responsive to participant needs

**Item 12:** Provide three samples of record-keeping forms used in early childhood programs. Include
- an accident report,
- emergency form,
- and a third form of your choice.
**Competency Goal VI: To maintain a commitment to professionalism**

**Item 13:** Use the internet, public library, or your program’s professional library to obtain the name, address, and phone number of your state’s agency that regulates child care centers and homes. These regulations are available electronically at the website of the National Resource Center for Health and Safety in Child Care ([http://nrc.uchsc.edu/STATES/states.htm](http://nrc.uchsc.edu/STATES/states.htm)).
   a. Make a copy of the section(s) that describes qualification requirements for personnel (Teachers, directors, and assistants.)
   b. Describe two important requirements related to your job responsibilities.

**Item 14:** Review the websites of two or three national early childhood associations (one with a local affiliate) to obtain information about membership, their resources, and how to order.
   a. Include the membership forms from two of the associations.
   b. Download at least two resources from these associations the Internet that will enhance your work.

**Item 15:** Obtain four pamphlets (s) or articles (may be downloaded from the Internet) designed to help parents understand how young children develop and learn.

**Item 16:** Locate an observation tool to use in recording information about children’s behavior.
   a. One copy should be blank;
   b. the other one should be filled out as a sample of your observation of an individual child. (The child’s name should NOT be included.)

**Item 17:** Obtain contact information for at least two agencies in the community that provide resources and services for children with disabilities.