

**I. CATALOG INFORMATION**

- A. Discipline: CHILD DEVELOPMENT
- B. Subject Code and Number: CD M80
- C. Course Title: Internship in Child Development

- D. Credit Course units:  
 Units: 1 – 4  
 Lecture Hours per week: 0  
 Lab Hours per week : 3 – 12  
 Variable Units : No

- E. Student Learning Hours:  
 Lecture Hours:  
 Classroom hours: 0 - 0  
 Laboratory/Activity Hours:  
 Laboratory/Activity Hours 52.5 - 210  
**Total Combined Hours** in a 17.5 week term: 52.5 - 210

F. Non-Credit Course hours per week \_\_\_\_\_

G. May be taken a total of:  1  2  3  4 time(s) for credit

H. Is the course co-designated (same as) another course: No  Yes   
 If YES, designate course Subject Code & Number: \_\_\_\_\_

I. Course Description:

Provides on-the-job learning to develop effective work habits, attitudes, and career awareness in paid or unpaid internships that are related to the discipline. Involves the development and documentation of learning objectives and the completion of an internship paper, presentation, or project. Includes both workplace supervisor and faculty adviser feedback and/or written evaluations.

J. Entrance Skills

\*Prerequisite: No  Yes  Course(s)

Completion of or concurrent enrollment in one course in the discipline and instructor approval.

---

\*Corequisite: No  Yes  Course(s)

\_\_\_\_\_

Limitation on Enrollment: No  Yes

\_\_\_\_\_

Recommended Preparation: No  Yes  Course(s)

\_\_\_\_\_

Other: No  Yes

K. Other Catalog Information:

To take this course, contact the Career Transfer Center. Requires orientation session. Students receive one unit of credit for each 60 hours unpaid or 75 hours paid work. May enroll in up to 4 units a semester with a maximum of 16 total units of any type of work experience.

## II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		<b>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</b>
1	develop on-the-job learning objectives that demonstrate new and expanded learning at the work site that directly relate to their educational goal (major).	Consultation (student, industry supervisor, faculty), supervisor rating, written evaluation, workplace observation, skills demonstration, written report, presentation, project
2	demonstrate successful workplace human dynamics, which may include working as part of a team, following implicit and explicit instructions including company policies and procedures, and practicing work ethics.	Consultation (student, industry supervisor, faculty), supervisor rating, written evaluation, workplace observation, skills demonstration, written report, presentation, project
3	demonstrate appropriate work skills such as communication, problem solving, decision-making, teamwork, self-management, initiative, and/or technical skills that are gained as a result of new and expanded learning at the work site.	Consultation (student, industry supervisor, faculty), supervisor rating, written evaluation, workplace observation, skills demonstration, written report, presentation, project
4	organize and maintain occupational work experience records, including time sheets, a consultation record, and learning objective proposals, evaluation, and documentation.	Consultation (student, industry supervisor, faculty), supervisor rating, written evaluation, workplace observation, skills demonstration, written report, presentation, project
5	appraise and evaluate the occupational work experience situation as it applies to their educational goal (major) in written or verbal format which will take the form of a paper, project, or	Consultation (student, industry supervisor, faculty), supervisor rating, written evaluation, workplace

	presentation.	observation, skills demonstration, written report, presentation, project
--	---------------	--

### III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
<b>Lecture</b> (must total 100%)		
<b>Lab</b> (must total 100%)		
5.00%	Formulate learning objectives	1, 2, 4
15.00%	Manage work experience project through collaboration with faculty adviser and job-site supervisor	2, 4
10.00%	Maintain and update work experience records	4
40.00%	Engage in occupational work experience	1, 2, 3, 4, 5
30.00%	Construct a demonstration of new and expanded learning experiences that occurred at the work site	5

### IV. TYPICAL ASSIGNMENTS

#### A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	write a resume and cover letter.
2	write a term paper.
3	complete journal assignments that describe thoughts about occupational work experience.
4	develop and write a statement of personal philosophy on a given topic.
5	write any analytical or evaluative assignment required as part of the particular work experience position.
6	write succinct learning objectives that include four key components.

#### B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	appropriate outside assignments may vary depending on the work experience position.

#### C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	participate in problem solving and analysis of results in a job-related environment.
2	establish priorities related to time management.

### V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

□

Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

Lecture/Discussion

Laboratory/Activity

Other (Specify)  
independent study, job shadowing, discussion/seminar, computer-assisted instruction, activity.

---

Optional Field Trips

Required Field Trips

**VI. METHODS OF EVALUATION**

**Methods of evaluation may include, but are not limited to:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Essay Exam           | <input type="checkbox"/> Classroom Discussion               | <input checked="" type="checkbox"/> Skill Demonstration |
| <input type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation       |
| <input type="checkbox"/> Objective Exams      | <input checked="" type="checkbox"/> Projects                | <input checked="" type="checkbox"/> Other (specify)     |

Written evaluation and personal consultation with both industry and supervisor and faculty adviser. Evaluation of final forms packet with Learning Objective Contract, Employer Acknowledgement Letter, Learning Objectives Summary and Evaluation, Time Sheet, Consultation Record, Learning Objectives Documentation, Program Evaluation, Problem solving and analysis of results in a job-related environment.

**VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS**

Written or online materials relevant to the organization and operation of the workplace or work assignment.

**VIII. STUDENT MATERIALS FEES**

No  Yes

**IX. PARALLEL COURSES**

College	Course Number	Course Title	Units
College of the Canyons	CWE 188OCC	Cooperative Work Experience Education Occupational	1-4
Ventura College	INTR V95, V96	Internship I and Internship II	1-4
Oxnard College	COT R190V, R191V	Occupational Cooperative Work Experience	1-4

**X. MINIMUM QUALIFICATIONS**

**Courses Requiring a Masters Degree:**  
Master's degree in child development, early childhood education, human development, home

economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelor's degree in any of the above AND master's degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent.

**XI. ARTICULATION INFORMATION**

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or  
 Letter grade (P/NP possible at student option)

2. Degree status:

Either  Associate Degree Applicable; or  Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes:  No:  If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
- A2 - Natural Sciences - Physical Science
- B1 - Social and Behavioral Sciences - American History/Institutions
- B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- C1 - Humanities - Fine or Performing Arts
- C2 - Humanities - Other Humanities
- D1 - Language and Rationality - English Composition
- D2 - Language and Rationality - Communication and Analytical Thinking
- E1 - Health/Physical Education
- E2 - PE or Dance
- F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes:  No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes:  No:  If YES, which area(s)?

- |                             |                             |                             |                             |                              |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|
| A1 <input type="checkbox"/> | A2 <input type="checkbox"/> | A3 <input type="checkbox"/> | B1 <input type="checkbox"/> | B2 <input type="checkbox"/>  | B3 <input type="checkbox"/> | B4 <input type="checkbox"/> |
| C1 <input type="checkbox"/> | C2 <input type="checkbox"/> | D1 <input type="checkbox"/> | D2 <input type="checkbox"/> | D3 <input type="checkbox"/>  | D4 <input type="checkbox"/> | D5 <input type="checkbox"/> |
| D6 <input type="checkbox"/> | D7 <input type="checkbox"/> | D8 <input type="checkbox"/> | D9 <input type="checkbox"/> | D10 <input type="checkbox"/> | E <input type="checkbox"/>  |                             |

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes:  No:
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes:  No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

**XII. REVIEW OF LIBRARY RESOURCES**

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Research on appropriate topics related to the area of work using the Library's print and online resources.

B. Are the currently held library resources sufficient to support the course assignment?

YES:  NO:

If NO, please list additional library resources needed to support this course.

**XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION**

Requisite Justification for Completion of or concurrent enrollment in one course in the discipline and instructor approval.

- A. Sequential course within a discipline.
- B. Standard Prerequisite or Corequisite required by universities.
- C. Corequisite is linked to companion lecture course.
- D. Prerequisite or Corequisite is authorized by legal statute or regulation.  
Code Section: \_\_\_\_\_
- E. Prerequisite or Corequisite is necessary to protect the students' health and safety.
- F. Computation or communication skill is needed.
- G. Performance courses: Audition, portfolio, tryouts, etc. needed.

**XIV. WORKPLACE PREPARATION**

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a

listing of what students should be able to do, go to:  
<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will plan and organize time and work resources to achieve written learning objectives and final project or paper.
2. Interpersonal: the students will work with others in a team environment and demonstrate the ability to follow policies and procedures of a given work environment; work collaboratively with team of industry supervisor and faculty adviser.
3. Information: the students will transfer information gained in job site instruction to a practical, hands-on application.
4. Systems: the students will understand complex interrelationships working at the job site and identify and develop new and expanded learning opportunities at the job site.
5. Technology: the students will work in a variety of technologies at the job site and accomplish the goals of the course, including the use of on-line job search technology.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will demonstrate basic reading and mathematical skills as required at the work site and demonstrate communication and listening skills working with customers and supervisors.
2. Thinking Skills: the students will develop and demonstrate problem solving, decision-making, creative thinking, and other thinking skills as required on the job site.
3. Personal Qualities: the students will develop and demonstrate honest and ethical work habits at the job site and with their faculty adviser.

**XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM**

CD M80: Not Applicable

**XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM**

CD M80: Not Applicable

**XVII. STUDENT MATERIALS FEE ADDENDUM**

CD M80: Not Applicable

**XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041**

CD M80: Not Applicable

**XIX. CURRICULUM APPROVAL**

Course Information:

Discipline: CHILD DEVELOPMENT

Discipline Code and Number: CD M80

Course Revision Category: Outline Update



Course Proposed By:

Originating Faculty Carmen Leiva 03/28/2014

Faculty Peer: \_\_\_\_\_

Curriculum Rep: \_\_\_\_\_

Department Chair: \_\_\_\_\_

Division Dean: \_\_\_\_\_

Approved By:

Curriculum Chair: Jerry Mansfield 04/02/2014

Executive Vice President: Lori Bennett 04/16/2014

Articulation Officer: Letrisha Mai 04/08/2014

Librarian: \_\_\_\_\_

Implementation Term and Year: Fall 2014

Approval Dates:

Approved by Moorpark College Curriculum Committee: 04/08/2014

Approved by Board of Trustees (if applicable): \_\_\_\_\_

Approved by State (if applicable): \_\_\_\_\_