



Course Number and Title: EDC 250 Internship & Seminar

Campus Location:

Georgetown, Dover, Wilmington

Effective Date:

2018-51

Prerequisite:

EDC 211 or concurrent

Co-Requisites:

none

Course Credits and Hours:

4.00 credits

1.00 lecture hours/week

9.00 lab hours/week

Course Description:

The focus of this course is an approved internship in a local school setting and provides practical experience for the prospective paraeducator. The class meets on a regular basis to evaluate activities, share experiences, and assess readiness to direct additional activities under the supervision of a teacher.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Disclaimer:

The field experience requires 16 hours of seminar, as well as 144 hours of learning experience in a school setting designated by the department. Students must provide their own transportation to and from their internship site. Students must also show proof of ParaPro scores.

Core Course Performance Objectives (CCPOs):

1. Demonstrate necessary skills to support literacy growth and instruction in a whole group, a small group, or a one-on-one setting. (CCC 1, 2, 3; PGC 1, 2, 3, 4)
2. Demonstrate necessary skills to support mathematics instruction in a classroom, a small group, or a one-on-one setting. (CCC 1, 2, 3; PGC 1, 2, 3, 4)
3. Use supportive classroom practices that promote a healthy and safe environment. (CCC 3, 4; PGC 2, 3, 4, 6)
4. Interact ethically and professionally with students, staff, and students' families. (CCC 3, 4; PGC 1, 4, 6)
5. Explain the strengths and challenges in the field and the necessary commitment to becoming a paraeducator. (CCC 1, 2, 3; PGC 1, 2)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Demonstrate the necessary skills to support literacy growth and instruction in a whole group, a small group, or a one-on-one setting.
 1. Implement lesson plans to support literacy instruction.
 2. Use appropriate technology to enhance the instructional process.
 3. Assess student learning in relationship to the instructional process.
 4. Develop students' cognitive and language skills to support growth in literacy.
2. Demonstrate the necessary skills to support mathematics growth and instruction in a whole group, a small group, or a one-on-one setting.
 1. Implement lesson plans to support mathematics instruction.
 2. Use appropriate technology to enhance the instructional process.
 3. Assess student learning in relationship to the instructional process.
 4. Develop students' cognitive skills to support growth in mathematics.
3. Use supportive classroom practices that promote a healthy and safe environment.
 1. Use positive behavior management techniques.
 2. Explain why a sensitivity to and a respect for diversity is needed in the field.
 3. Employ appropriate techniques to meet the needs of diverse learners.
4. Interact ethically and professionally with students, staff, and families.
 1. Use appropriate values and standards from a professional code of ethics when interacting with students, staff, and families from diverse backgrounds.
 2. Maintain confidentiality in all situations.
5. Explain the strengths and challenges in the field and the necessary commitment to becoming a paraeducator.
 1. Identify personal strengths and challenges that become evident during the field experience.
 2. Identify program preparation strengths and weaknesses that become evident during the field experience.
 3. Summarize the field experience, including reflections on whether the experience supported or conflicted with personal and professional values.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Summative Assessments	
-Electronic Portfolio (5%)	
-Daily Observation Logs (15%)	
-Learning Activities Plan (25%)	65%
-Professional Resume (5%)	
-Site Description Paper (10%)	
-Evaluation of Professionalism (5%)	
Summative - Observation Assignment	10%
Formative Assessments	25%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Provide instructional support to K-12 students in literacy and mathematics in a professional, ethical, legal, and effective manner under the supervision of a teacher.
2. Apply knowledge of the physical, social, emotional, cognitive, and language development of all children in a classroom setting.
3. Demonstrate supportive classroom practices that utilize positive management techniques, foster character development, and promote a healthy and safe environment.
4. Apply understanding of multicultural education and sensitivity to and a respect for diversity.
5. Access and implement educational technology.
6. Communicate information about student learning and behaviors in a collaborative manner with school, family, and community members.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.