

## Internship – Child Care Provider/Assistant (CDEC 2386)



**Credit:** 3 semester credit hours (3 hours lab)

**Co-requisite:** CDEC 1354.

### Course Description

A work-based learning experience that enables the student to apply specialized occupation theory, skills and concepts. A learning plan is developed by the college and the employer.

### Required Textbook and Materials

1. *Student Teaching* by J. Machado, 6<sup>th</sup> edition. Cengage Publishers.
  - a. ISBN number is 9781418066482.

### Course Objectives

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

1. Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, the business (childcare). (SCANS: C1.4, C5.4, C6.4, C7.4, C8.4, F13.5, F14.4, F15.5, F16.5, F17.5)
2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills. (SCANS: C9.5, C11.5, C12.3, C13.5, C14.5, F7.4, F8.5, F9.5, F13.5, F14.5, F15.4, F16.5, F17.5)
3. Demonstrate appropriate written and verbal communication skills using the terminology of the occupation and the business/industry. (SCANS: C9.3, C14.3, F1.5, F5.5, F6.5)

### SCANS Skills and Competencies

Beginning in the late 1980's, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its research, the Commission determined that "workplace know-how" consists of two elements: foundation skills and workplace competencies.

### Course Outline

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| <p>A. Introduction to Student Teaching</p> <ol style="list-style-type: none"><li>1. Training Guidelines</li><li>2. Initial Feelings</li><li>3. Orientation<br/>Professionalism</li><li>4. Preparing for Your First Day</li></ol> | <p>B. Values and Developing Teaching Style</p> <ol style="list-style-type: none"><li>1. Knowing Your Values</li><li>2. Acquisition of Values</li><li>3. Professional Ethics</li><li>4. Teaching Style</li></ol> <p>C. Being Observed</p> |
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Approved 01/2010

**CDEC 2386**  
Course Syllabi  
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1. Goals of Observation, Evaluation & Discussion
  2. The Whole Teacher
  3. Reflective Behaviors in Student Teaching
  4. Self-Perception
  5. Adding to Your Professional Portfolio
- D. Review of Child Development and Learning Theory
1. Theories of Child Development
  2. How Do Children Learn?
  3. Intelligent Behavior
  4. Selected Research
- E. Instructional Planning
1. Identifying Child Interests & Needs
  2. Curriculum Models
  3. Activity Resources
  4. How Language Instruction Fits Into All Activity Planning
  5. Lesson Plan Goals & Objectives
  6. Working With Groups
- F. Classroom Management
1. Guidance or Disciplinary Function in Classroom Management
  2. Child Empowerment
  3. Guidance Techniques
- G. Using Case Studies to Understand Behavior
1. Erikson's Theory
  2. Burton White and Self-Control
  3. Maslow's Hierarchy of Needs
  4. Cultural Differences
  5. Observation
  6. Role of Student Teacher
- H. Working With Children With Special Needs
1. Laws Relating to Education of Young Children w/Sp Needs
  2. Working w/Children w/Sp Needs
  3. Helpful Web Site Information
  4. Suggested Activities
- I. Common Problems of Student Teachers
1. Kinds of Problems
  2. Role of Communication & Conflict Resolution
  3. Listening: The Ability to Receive
  4. Problem Solving Process
- J. Student Teaching and Families
1. Discovering a Center's Family Relations Philosophy
  2. Interacting with Families
  3. Importance of Home-Teacher Partnerships
  4. Communication
  5. School-Home Interactions
  6. Precautions
- K. Quality Programs in Early Childhood Settings
1. Meeting Children's Needs
  2. Standards of Quality Programs
  3. Types of Quality Programs
  4. Who Decides the Quality of a Program?
  5. Accreditation & Its Relationship to Quality
- L. Professional Commitment & Growth
1. Professional Concerns
  2. Professional Growth & Development
  3. Leadership & Keeping Current

**Grade Scale**

1000 –900 points	A
899– 800 points	B
799 –700 points	C
699 –600 points	D
599 – 0 points	F

**Course Evaluation**

Final grade will be calculated according to the following criteria:

Completion of Required Lab Hours at LU Early Childhood Development Center in assigned classroom	75%
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according to each student's schedule

Progress/Evaluation Report  
@ ECDC

25%

**Course Policies**

1. Lab attendance and participation are expected: You have made a professional & academic commitment by registering for this course. Attendance is an essential part of that commitment and of the utmost importance!!
2. It is the student's responsibility to sign in when arriving at ECDC and sign out when leaving AND having childcare provider SIGN OR INITIAL – THIS MUST BE DONE EACH TIME YOU ARE AT ECDC.
3. If you are unable to attend lab due to your illness: call the LU - ECDC (880-8212) BEFORE 8:30 AM of the day you are scheduled to work, and leave the appropriate message, OR there will be NO opportunity to reschedule the hours and NO CREDIT will be received.
4. Other reasons for absence(s), such as: transportation problems, illness in the family, etc. will be addressed on an individual basis. Opportunity to reschedule lab hours (for whatever reason), will be at the discretion of the LUECDC cooperating teacher and me. IT IS IMPERATIVE THAT YOU CALL AND LEAVE A MESSAGE before 8:30 AM AS TO THE REASON FOR THE ABSENCE! or there will be NO opportunity to reschedule.
5. If you are unable to present your scheduled activity due to not being prepared, there will be NO opportunity to reschedule the activity and NO CREDIT will be received.

**Disabilities Statement**

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.

**Course Schedule:** (Subject to revision)

<b>Week of</b>	<b>Topic</b>	<b>Reference</b>
Week 1	Each student will sign up for lab hours @ LU ECDC with the Director. Each student will have their own schedule according to their class schedule and other responsibilities. Lab Policies Review	

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<b>Week of</b>	<b>Topic</b>	<b>Reference</b>
	Criminal History Check will be done Students must have TB Skin Test	
Week 2	Training Guidelines by Classroom Caregiver	pp. 2 - 36
	Mechanics of Student Teaching	pp. 40 – 63
Week 3	Review of Required Activities to be Completed by Student in Assigned Classroom	
	Student Teaching Goals	pp. 65 - 99
Week 4	Professional Ethics	pp. 103 - 118
	Student's Teaching Style	pp. 119 -123
Week 5	Other Teaching Styles	pp. 130 - 177
	Goals of Observation, Evaluation & Discussion	
Week 6	Student Supervision	pp. 184 – 197
	Reflective Behaviors in Student Teachers	pp. 198 - 217
Week 7	Looking at ECDC Curriculum	pp. 225 – 240
	Identifying Children's Interests	pp. 240 - 255
Week 8	Developmentally Appropriate Practices (DAP)	pp. 263 – 271
	DAP Goals	pp. 273 - 287
Week 9	Curriculum Resources	pp. 292 - 303
	Lesson Plans Goals & Objectives	pp. 304 - 319
Week 10	Guidance/Discipline Functions in the Classroom	pp. 320 - 330
	Guidance Strategies	pp. 331 - 349
Week 11	Observation of Cultural Differences	pp. 356 - 371
Week 12	Observation of Children with Special Needs	pp. 372 - 382
Week 13	Interacting with Families	pp. 387 - 396
	Meeting Children's & Families Needs	pp. 397 - 410
Week 14	Student Teacher's Professional Concerns	pp. 411 - 435
Week 15	Professional Behavior and Commitment	pp. 437 - 460
	Leadership at Student Level	pp. 463 - 472
Week 16	Conclusion of Lab Experience	