

## Internship-Child Care Provider/Assistant (CDEC 2388)



**Credit:** 3 semester credit hours

**Prerequisite:** CDEC 1313

### 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. *Developmentally Appropriate Practice: Curriculum and Development in Early Childhood* by Carol Gestwicki, 4th edition. Wadsworth, Cengage Learning Publishers.
  - a. ISBN number is 13:9781428359697.
2. A variety of teacher made materials for utilization in the classroom.

### 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, economic, environmental, social, and legal systems associated with the occupation and 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 childcare field. (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

- A. Welcome to Course
  1. Introduction of faculty and students
  2. Who am I?

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3. What am I doing here?
- B. LIT/ECDC
  1. Policies
  2. Academic calendar
  3. Physical facilities
- C. Defining Developmentally Appropriate Practice
  1. What is the Position Statement on Developmentally Appropriate Practice
  2. Basic Principles of Development
  3. Is it Always Clear When Practices Are Developmentally Appropriate?
  4. Results of Developmentally Appropriate Practice versus Inappropriate Practice
  5. Considering Some Misunderstandings about Developmentally Appropriate Practice
- D. Understanding Play: Its importance in Developmentally Appropriate Practice
  1. What is Play?
  2. Categories of Play
  3. Social Stages of Play
  4. Theories of Play and Development
  5. Play as Developmentally Appropriate Curriculum
  6. Conditions that Support Play
  7. Issues Involving Play
- E. Planning for Developmentally Appropriate Curriculum
  1. What is curriculum?
  2. Integrated Curriculum and the Standards Movement
  3. The cycle of Planning
  4. What is Emergent Curriculum?
  5. Strategies for Planning for Emergent Curriculum
  6. What about Planning Forms?
  7. Changing the Planning Process
- F. A Consideration of Various Curriculum Models
  1. The Montessori Approach
  2. The Bank Street Approach
  3. The Waldorf Approach
  4. The Reggio Emilia Approach
  5. High/Scope Approach
  6. The Creative Curriculum
- G. Developmentally Appropriate Physical Environments For Infants
  1. The Nature of Babies
  2. What do babies Need?
  3. Environment to Nurture Trust
  4. Rethink the Traditional
  5. Outdoors for Infants
  6. Health and Safety
  7. Materials for Infant Rooms
  8. Schedule Considerations
  9. Things Not Seen in a Developmentally Appropriate Environment for Infants
- H. Developmentally Appropriate Physical Environments for Toddlers
  1. What are Toddlers Like?
  2. What do Toddlers Need?
  3. Environment for Self-Help Skills

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4. Schedule and Transition Considerations
  5. Things Not Seen in a Developmentally Appropriate Physical Environment for Toddlers
- I. Developmentally Appropriate Physical Environments for Preschoolers
1. What are Preschoolers Like?
  2. What do Preschoolers Do?
  3. What do Preschoolers Need?
  4. Schedules for Preschoolers
  5. The Kindergarten Dilemma
  6. Things Not Seen in a Developmentally Appropriate Physical Environment for Preschoolers
- J. Developmentally Appropriate Physical Environments for Primary-Age Children
1. What are Primary-Age Children Like?
  2. What do Primary-Age Children Need?
  3. Schedule
  4. After School Child Care
  5. Things Not Seen in a Developmentally Appropriate Primary Classes
- K. Developmentally Appropriate Social/Emotional Environments for Infants
1. Social/Emotional Issues in Infancy
  2. Developmentally Appropriate Interaction Practices
- L. Developmentally Appropriate Social/Emotional Environments for Toddlers
1. Social/Emotional Issues of Toddlerhood
  2. Developmentally Appropriate Interaction with Toddlers
  3. Fostering Positive Self-Esteem
- M. Developmentally Appropriate Social/Emotional Environments for Preschoolers
1. Social/Emotional Issues for Preschool Years
  2. Pro-social Behavior versus Aggression
  3. Helping Preschoolers with Emotional Control
  4. Nurturing Individuality Identity
  5. Guidance Toward Self-Control
- N. Developmentally Appropriate Social/Emotional Environments for Primary-Age Children
1. Social/Emotional Issues for the Primary Years
  2. Implications for Teachers Planning Social/Emotional Environments
  3. Helping Primary-Aged Children with Moral Development
  4. Helping Primary-Aged Children with Emotional Growth
- O. Developmentally Appropriate Cognitive/Language/Literacy Environments for Infants
1. Brain Development and Learning
  2. Understanding Sensorimotor Intelligence
- P. Developmentally Appropriate Cognitive/Language/Literacy Environments for Toddlers
1. Understanding Toddler Cognitive Development
  2. Developmentally Appropriate Cognitive Environments
  3. Planning
- Q. Developmentally Appropriate Cognitive/Language/Literacy Environments for Preschoolers
1. Preoperational Thinking
  2. Teacher's Roles in Providing for Play
  3. Language/Literacy Environments
  4. Mathematics in Preschool and Kindergarten

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- R. Developmentally Appropriate Cognitive/Language/Literacy Environments for Primary-Age
1. Current Issues Involving School
  2. Thinking and Developmentally Appropriate Practice
  3. Other Aspects of Readiness for School Learning Tasks

**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	75%
Progress/Evaluation Report @ ECDC	25%

**Course Requirements**

1. Attendance at LU ECDC according to scheduled hours.
2. Incorporate childcare and development skills from lecture component (CDEC 1313) into daily interaction with children, childcare personnel and families.
3. Conduct assigned activities according to stated policy (CDEC 1313).
4. Complete ‘Components of the Curriculum notebook.

**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!! Tardiness is discouraged.
2. IF YOU MUST BE ABSENT - IT IS IMPERATIVE THAT YOU CALL AND LEAVE A MESSAGE before 8:30 AM AS TO THE REASON FOR THE ABSENCE
3. Absences must be limited to serious illness and/or immediate family emergencies. Unexcused absences are not allowed. Four (4) absences will result in a LETTER GRADE reduction.

Excused absences:

*The following reasons will be considered at the discretion of the ECDC caregiver and LIT instructor:*

- Participation in an approved Institute activity (ex: Student Government)
- Death or major illness in a student’s immediate family
- Illness of a dependent family member

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- Participation in legal proceedings or administrative procedures that require student's presence
  - Required participation in military duties
4. 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
  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**

<b>Week of</b>	<b>Topic</b>	<b>Reference</b>
Week 1	Complete a Criminal History Check, Submit a copy of Texas Drivers License, and get a TB Test Tour of ECDC/Turn in Lab Schedule	LU-ECDC Handbook
Week 2	Chapter 2: Understanding Play: It's Importance Submit Clear TB Test Documentation to ECDC	pp.32-61
Week 3	Chapter 3: Planning Developmentally Appropriate Curriculum <b>BEGIN LAB HOURS</b> -Observe and Assist in the Assigned ECDC Classroom	pp.65-91
Week 4	Chapter 4: Consideration of Various Curriculum Models <b>Unit Test 1 on Chapters 1-4</b> <b>Lab Activity One Completed at Assigned Classroom/ Lab Form Due</b> Observe and Assist in the Assigned ECDC Classroom	pp.96-121
Week 5	Chapter 5: Developmentally Appropriate Physical	pp.126-141

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<b>Week of</b>	<b>Topic</b>	<b>Reference</b>
	Environments for Infants Observe and Assist in the Assigned ECDC Classroom	
Week 6	Chapter 9: Developmentally Appropriate Social/Emotional Environments for Infants Observe and Assist in the Assigned ECDC Classroom	pp.219-232
Week 7	Chapter 13: Developmentally Appropriate Language/Literacy Environments for Infants <b>Assignment 1 Due: Infant Lesson Plan/Curriculum Web</b> <b>Unit Test 2 on Chapters 5, 9, 13</b> Observe and Assist in the Assigned ECDC Classroom	pp.316-329
Week 8	Chapter 6: Developmentally Appropriate Physical Environments for Toddlers <b>Lab Activity 2 Due Completed at Assigned Classroom/ Lab Form Due</b> Observe and Assist in the Assigned ECDC Classroom	pp.144-160
Week 9	Chapter 10: Developmentally Appropriate Social/Emotional Environments for Toddlers Observe and Assist in the Assigned ECDC Classroom	pp.236-255
Week 10	Chapter 14: Developmentally Appropriate Language/Literacy Environments for Toddlers <b>Assignment 2 Due: Toddler Lesson Plan/Curriculum Web</b> <b>Unit Test 3 on Chapters 6, 10, 14</b> Observe and Assist in the Assigned ECDC Classroom	pp.337-353
Week 11	Chapter 7: Developmentally Appropriate Physical Environments for Preschoolers <b>Lab Activity 3 Due Completed at Assigned Classroom/ Lab Form Due</b> Observe and Assist in the Assigned ECDC Classroom	pp.163-189

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<b>Week of</b>	<b>Topic</b>	<b>Reference</b>
Week 12	Chapter 11: Developmentally Appropriate Social/Emotional Environments for Preschoolers Observe and Assist in the Assigned ECDC Classroom	pp.257-286
Week 13	Chapter 15: Developmentally Appropriate Language/Literacy Environments for Preschoolers <b>Assignment 3 Due: Preschool Lesson Plan/Curriculum Web</b> <b>Unit Test 4 on Chapters 7, 11, 15</b> Observe and Assist in the Assigned ECDC Classroom	pp. 357-390
Week 14	Chapter 8: Developmentally Appropriate Physical Environments for Primary-Age Children <b>Lab Activity 4 Due Completed at Assigned Classroom/ Lab Form Due</b> Observe and Assist in the Assigned ECDC Classroom	pp.192-215
Week 15	Chapter 12: Developmentally Appropriate Social/Emotional Environments for Primary-Age Children Observe and Assist in the Assigned ECDC Classroom	pp.291-308
Week 16	Chapter 16: Developmentally Appropriate Language/Literacy Environments for Primary-Age Children <b>Assignment 4 Due: School-Age Lesson Plan/Curriculum Web</b> Observe and Assist in the Assigned ECDC Classroom	pp.394-415