Internship-Child Care Provider/Assistant (CDEC 2387)

Credit: 3 semester credit hours

Co-requisite: 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. *Early Education Curriculum: A Child's Connection to the World* by Hilda Jackman, 4th edition. Delmar.

    a. ISBN number is 13:978-1-4018-3729-7

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

2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills.

3. Demonstrate appropriate written and verbal communication skills using the terminology of the childcare field.

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

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

Course Evaluation

Final grades will be calculated according to the following criteria:

1. Lab Attendance Hours at Affiliate Site for *9 hours per week at 7 points per hour for 14 weeks.*
2. During lab hours student will interact and/or supervise children and aid the classroom childcare provider

Course Requirements

1. Demonstrate appropriate interactions w/child caregivers, children & parents.

2. Demonstrate appropriate use of universal precautions when interacting with children.

3. Perform routine tasks as needed by child caregiver and/or children.

Course Policies

1. No food, drinks, or use of tobacco products in class.

2. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class.

3. Do not bring children to lab.

4. No late assignments/activities will be accepted.

5. Students that miss a scheduled lab activity are not allowed to make up the activity. Students that miss an activity will receive a grade of '0'.

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

Week of	Topic	Reference
Week 1	Complete a Criminal History Check, Submit a copy of Texas Drivers License, and get a TB Test	LIT Student Handbook
	Tour of Affiliate Sites/Turn in Lab Schedule	

Week of	Topic	Reference
Week 2	Chapter 2: Understanding Play: It's Importance	pp.32-61
	Submit Clear TB Test Documentation	
Week 3	Chapter 3: Planning Developmentally Appropriate Curriculum	pp.65-91
	BEGIN LAB HOURS Observe and Assist in the Assigned Affiliate Classroom	
Week 4	Chapter 4: Consideration of Various Curriculum Models	pp.96-121
	Unit Test 1 on Chapters 1-4	
	Lab Activity One Completed at Assigned Classroom/ Lab Form Due	
	Observe and Assist in the Assigned Affiliate Classroom	
Week 5	Chapter 5: Developmentally Appropriate Physical Environments for Infants	pp.126-141
	Observe and Assist in the Assigned Affiliate Classroom	
Week 6	Chapter 9: Developmentally Appropriate Social/Emotional Environments for Infants	pp.219-232
	Observe and Assist in the Assigned Affiliate Classroom	
Week 7	Chapter 13: Developmentally Appropriate Language/Literacy Environments for Infants	pp.316-329
	Assignment 1 Due: Infant Lesson Plan/Curriculum Web	
	Unit Test 2 on Chapters 5, 9, 13	
	Observe and Assist in the Assigned Affiliate Classroom	
Week 8	Chapter 6: Developmentally Appropriate Physical Environments for Toddlers	pp.144-160
	Lab Activity 2 Due Completed at Assigned Classroom/ Lab Form Due	
	Observe and Assist in the Assigned Affiliate Classroom Classroom	
Week 9	Chapter 10: Developmentally Appropriate Social/Emotional Environments for Toddlers	pp.236-255
	Observe and Assist in the Assigned Affiliate Classroom	

Week of	Topic	Reference
Week 10	Chapter 14: Developmentally Appropriate Language/Literacy Environments for Toddlers **Assignment 2 Due: Toddler Lesson Plan/Curriculum Web** **Unit Test 3 on Chapters 6, 10, 14** Observe and Assist in the Assigned Affiliate Classroom	pp.337-353
Week 11	Chapter 7: Developmentally Appropriate Physical Environments for Preschoolers **Lab Activity 3 Due Completed at Assigned Classroom/ Lab Form Due** Observe and Assist in the Assigned Affiliate Classroom	pp.163-189
Week 12	Chapter 11: Developmentally Appropriate Social/Emotional Environments for Preschoolers Observe and Assist in the Assigned Affiliate Classroom	pp.257-286
Week 13	Chapter 15: Developmentally Appropriate Language/Literacy Environments for Preschoolers **Assignment 3 Due: Preschool Lesson Plan/Curriculum Web** **Unit Test 4 on Chapters 7, 11, 15** Observe and Assist in the Assigned Affiliate Classroom	pp. 357-390
Week 14	Chapter 8: Developmentally Appropriate Physical Environments for Primary-Age Children **Lab Activity 4 Due Completed at Assigned Classroom/ Lab Form Due** Observe and Assist in the Assigned Affiliate Classroom	pp.192-215
Week 15	Chapter 12: Developmentally Appropriate Social/Emotional Environments for Primary-Age Children Observe and Assist in the Assigned Affiliate Classroom	pp.291-308
Week 16	Chapter 16: Developmentally Appropriate Language/Literacy Environments for Primary-Age Children **Assignment 4 Due: School-Age Lesson Plan/Curriculum Web**	pp.394-415

Week of	Topic	Reference

Contact Information:

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