

Internship (CDEC 1164)

Credit: 1 semester credit hour

Prerequisite/Co-requisite: N/A



Course Description:

A work-based learning experience that enables the student to apply skills, strategies and concepts. A learning plan/activities are developed by the college. Experience includes application of early childhood principles, methods, materials and appropriate guidance techniques for teaching young children.

Required Textbook and Materials:

No required book

Materials needed are ones used in the classroom activities. (provided by student)

Course Objectives:

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

1. Use a variety of developmentally appropriate equipment, learning experiences and teaching strategies to promote the physical development (fine and gross motor) of all children
2. Use a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning and problem solving and to lay the foundation for all later learning.
3. Use a variety of developmentally appropriate learning experiences and teaching strategies to promote children's language and early literacy learning and help them communicate their thoughts and feelings
4. Use a variety of developmentally appropriate learning experiences and teaching strategies for children to explore music, movement, and visual arts and to develop and express their individual creative abilities.

Course Outline:

A. LIT/Private Child Care Center

1. Policies
2. Calendar
3. Physical Facilities

B. 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

C. 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

D. 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

E. 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

F. 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

G. 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

H. Developmentally Appropriate Social/Emotional Environments for Infants

- 1. Social/Emotional Issues in Infancy
- 2. Developmentally Appropriate Interaction Practices

I. Developmentally Appropriate Social/Emotional Environments for Toddlers

- 1. Social/Emotional Issues of Toddlerhood
- 2. Developmentally Appropriate Interaction with Toddlers
- 3. Fostering Positive Self-Esteem

J. 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

K. Developmentally Appropriate Cognitive/Language/Literacy Environments for Infants

- 1. Brain Development and Learning
- 2. Understanding Sensorimotor Intelligence

L. Developmentally Appropriate Cognitive/Language/Literacy Environments for Toddlers

- 1. Understanding Toddler Cognitive Development
- 2. Developmentally Appropriate Cognitive Environments
- 3. Planning

M. 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

Course Requirements:

- 1. Daily Work
- 2. Portfolio/ Binder
- 3. Tests/ Exam
- 4. Observation

Grade Scale:

90-100	A
89-80	B
79-70	C
69-60	D
59-0	F

Course Policies:

1. No food, drinks, or use of tobacco products in class.
2. Telephones, headphones, and any other electronic devices must be turned off while in class.
3. Do not bring children to class.
4. No late assignments will be accepted.
5. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
6. Additional class policies as defined by the individual course instructor.

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. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>.

Student Code of Conduct Statement:

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. *The LIT Catalog and Student Handbook* may be accessed at www.lit.edu or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

Contact Information:

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Week	Assignment- Internship	Due Date
Week 1	Introductions Syllabus Assignments	
Week 2	Reading Homework- Developmt Appropriate Practice Discussion Assignment- Definition of DAP	
Week 3	Reading Homework- Understanding Play Essay- Importance of Play	
Week 4	Reading Homework- Physical Environment Discussion	
Week 5	Presentation for Infant Teachers- Tummy Time (essay on importance/ observation) Presentation for Toddlers & Preschool Teachers- Music & Movement Activity (essay on importance/ observation)	
Week 6	Presentations Continued	
Week 7	Reading Homework- Social/Emotional Environments Discussion	
Week 8	Presentations for Infant & Toddler Teachers- Diaper Chat (essay on importance/ observation) Presentation for Preschool Teachers- Read Aloud Book on Social Emotional/ Feelings> discuss emotions w/ children (essay on importance/ observation)- vocabulary cards	
Week 9	Presentation Continued	
Week 10	Reading Homework- Cognitive & Creative Environments Discussions	
Week 11	Presentations for Infant & Toddler Teachers- Choose an Art or Cognitive Activity (essay on Product vs Process/ observation) Presentations for Preschool Teachers- Choose an Art Activity (essay on Product vs Process/ observation)	
Week 12	Presentations Continued	
Week 13	Reading Homework- Language/ Literacy Environments Discussions	
Week 14	Presentations for Infant & Toddler Teachers- Make a Sensory Basket for Diaper Chat Presentations for Preschool Teachers- Make a Calm Spot for your classroom	
Week 15	Presentations Continued	

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