CDEC 2287

Internship- Child Care Provider/Assistant

Spring 2025

CREDIT
1   Semester Credit Hours (0 hours lecture, 1 hours lab)

MODE OF INSTRUCTION
LAB

PREREQUISITE/CO-REQUISITE:
None

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

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

- o •Select, plan, implement, and evaluate developmentally age-appropriate activities for children from birth to age eight. This includes planning fun and educational activities that help children grow in areas like language, motor skills, and social development.

- o •Develop lesson plans that demonstrate understanding of how children develop at different stages and how to choose activities that match their needs and abilities. Included in their lesson plans activities that support each child's growth through hands-on learning experiences.

- o •Implement a developmentally appropriate curriculum in a childcare setting by demonstrating how to set up and guide learning activities that promote growth in key areas like cognitive, physical, and emotional development.

- o Observe children's progress and make changes to learning plans based on each child's needs. This includes evaluating activities and adjusting them to keep children engaged and challenged at the right level.

INSTRUCTOR CONTACT INFORMATION
Instructor: Sharon Kruger

Approved: Initials/date

Email: skruger@lit.edu
Office Phone: 409-241-3163
Office Location: MPC 240
Office Hours: refer to Starfish

REQUIRED TEXTBOOK AND MATERIALS
N/A
Materials needed are ones used in the classroom activities. (provided by student)

ATTENDANCE POLICY
Class 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!! BEING ABSENT IS NO EXCUSE FOR NOT BEING PREPARED FOR NEXT CLASS PERIOD
> more than four (4) absences may affect your final grade > two (2) tardies will count as one (1) absence
> if you must be absent YOU are responsible for determining what was missed (exchange name & phone number w/a class member today!!)
 > it is your responsibility to sign in when an attendance sheet is available
 > do not contact me RE: a class missed OR ask if you will miss anything due to   being absent
> it is important to stay awake during class - sleeping in class will be considered an absence > be in class prior to class beginning and remain until class is dismissed
> schedule personal appointments/business matters around your class load
> if you are late for class, enter quietly, don't let door slam, don't talk on your way in,   AND take a seat nearest the door

DROP POLICY
If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the Academic Calendar. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

STUDENT EXPECTED TIME REQUIREMENT For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16- week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, faceto-face class.

COURSE CALENDAR

DATE	TOPIC	READINGS (Due on this Date)	ASSIGNMENTS (Due on this Date)

Week 1:	Stages of child development (cognitive, emotional, social, and physical)	TBD	Reflection on prior knowledge and expectations of the course.
Week 2	Physical space, materials, and how the environment impacts learning.	TBD	Plan and design an ideal classroom layout for a specific age group (birth to 3, 3 to 5, 5 to 8 years).
Week 3	Activities that promote language acquisition and cognitive skills.	TBD	Develop a set of language-based activities that target specific age groups (e.g., Storytime, interactive games, songs).
Week 4	Activities to enhance physical development (indoor/outdoor play, sensory play).	TBD	Create and demonstrate physical games and exercises for different age groups that foster motor skills.
Week 5	Conflict resolution strategies for children.	TBD	Plan and present activities to promote social skills, empathy, and emotional regulation (e.g., group play, cooperative games).
Week 6	Structure of a lesson plan: objectives, activities, assessment.	TBD	Write a detailed lesson plan for an activity targeting specific developmental milestones (e.g., cognitive, physical, social
Week 7	Incorporating play-based and hands-on learning in daily activities.	TBD	Implement a lesson plan you developed and reflect on the outcome with your mentor or supervisor.
Week 8	Techniques for observing children in a natural setting.	TBD	Conduct an observation of a child and complete a developmental checklist, noting key milestones.

Week 9	Differentiating instruction and adapting activities for children with various abilities.	TBD	Modify one of your previous lesson plans to be more inclusive and cater to a child with specific needs.
Week 10	Effective communication techniques for caregivers and parents.	TBD	Develop a strategy for parent-teacher communication, including newsletters, parent meetings, and progress updates.
Week 11	The role of culture in child development and learning.	TBD	Create an activity or lesson plan that integrates cultural diversity, focusing on celebrating differences in the classroom
Week 12	Promoting positive behavior through reinforcement and discipline strategies.	TBD	Role-play scenarios to practice conflict resolution and positive discipline techniques with children.
Week 13	How to evaluate the success of learning activities.	TBD	Reflective journaling on activities you've implemented, assessing their effectiveness and areas for improvement.
Week 14	Compiling all lesson plans, activities, and observations into a professional portfolio.	TBD	Submit your final portfolio, including a reflection on your experience and what you have learned.
Week 15	Presentation of key lessons learned, challenges, and successes.	TBD	Present a summary of your internship, discussing key activities, lessons, and observations from your experience.

COURSE EVALUATION

Final grades will be calculated according to the following criteria:
Journaling; reflection 10%
Quizzes and Readings: 10%
Assignments: Weekly Projects and Activities: 50%
Final Portfolio: 15%
 Final Presentation: 15%

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

TECHNICAL REQUIREMENTS
The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at https://lit.edu/online-learning/online-learning-minimum-computer-requirements. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT
The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at Special Populations - Lamar Institute of Technology (lit.edu).

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. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

STARFISH
LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an

appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION
MAKE-UP WORK
I take late work for 4 days past the due date at a 25% penalty. If you see that you cannot meet the due dates, please contact me before your work is late. Accommodation can be made for events beyond the student's control.

AI STATEMENT
Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignment appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own, original work, unless otherwise specified. Students should contact their instructor with any questions as to acceptable use of AI / ChatGPT in their courses.