COURSE INFORMATION FORM

DISCIPLINE Child Growth and Development
COURSE TITLE Fundamentals of Afterschool I
CR.HR 3 LECT HR. 3 LAB HR CLIN/INTERN HR. CLOCK HR.

CATALOG DESCRIPTION
Fundamentals of Afterschool I covers the developmental needs and characteristics of the school-age child 5-12 years in non-school settings as addressed in Competency Goals I and II, Functional Areas Safe, Healthy, Program Environment, Physical, Cognitive, Communication and Creative of the Missouri Youth Development Credential.

The Standards of the National AfterSchool Association are followed in this course.

PREREQUISITES
None

EXPECTED STUDENT OUTCOMES IN THE COURSE
Upon completion of this course, the student will be able to:

1. Describe the developmental characteristics.
2. Design a safe afterschool environment.
3. Apply good health and nutrition practice in afterschool programs.
4. Identify potential health and safety risks and issues.
5. Design a physical environment in afterschool programs with opportunities to promote the physical development and physical fitness.
6. Design a variety of activities in afterschool programs that encourage curiosity, exploration and problem solving appropriate to the developmental level and learning style.
7. Construct a justification of the importance of using developmental characteristics and theory for the foundation of afterschool programming.
8. Demonstrate an ability to plan activities that address the physical, cognitive, and creative development of children.
9. Demonstrate an ability to communicate in a positive manner with children and their families.
10. Demonstrate methods of encouraging children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
11. Design afterschool program activities that encourage expression of creative abilities and experimentation with sound, rhythm, language, materials, space and ideas.
12. Produce required items for Missouri Youth Development Credential Resource File Competency Goals I and II.
CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Written assignments # 1, 4, 7, 12
2. Individual and/or group projects # 2-11
3. Journal and reflective papers # 2-12
4. Class participation, periodic quizzes and resource file # 1-12

PROGRAM-LEVEL OUTCOMES ADDRESSED

General Education Outcomes
Specify which general education outcomes, if any, are substantially addressed by the course by completing the "Course/Program Assessment Matrix" to show the relationship between course and program outcomes and assessment measures.

Occupational Program Outcomes
Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the "Course/Program Assessment Matrix" to show the relationship between course and program outcomes to assessment measures. The student will be able to:
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Health, safety, and nutrition
   A. Nutrition
   B. Fitness
   C. Stress
   D. Communicable diseases
   E. Safety concepts
   F. Societal and family issues

II. Afterschool environments
   A. Creating appropriate indoor space
   B. Making shared space your own
   C. Maximizing use of outdoor space
   D. Selecting materials
   E. Managing the day

III. Developmental characteristics of children ages 5-12
   A. Overview and theory
   B. Physical, social, emotional, and cognitive areas of development

IV. Communication with children and families
   A. Positive interactions
   B. Verbal and non-verbal means of communicating
   C. Family involvement

V. Learning modalities
   A. Auditory, Kinesthetic, and Visual learning modalities.
   B. Multiple intelligences
   C. Learning styles and cognition
   D. Life-long learning
   E. Creativity and learning modalities