COURSE INFORMATION FORM

<table>
<thead>
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<th>DISCIPLINE</th>
<th>Child Growth and Development</th>
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<tr>
<td>COURSE TITLE</td>
<td>Child Development Internship I</td>
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<td>CR.HR</td>
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<td>LECT HR</td>
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<td>LAB HR</td>
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<td>CLIN/INTERN HR.</td>
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CATALOG DESCRIPTION
This course will engage students in a practical understanding of an early care and education learning environment and a practical understanding of methods of observing children. Students will actively interact with children in these settings.

This course follows the guidelines of Kansas and Missouri Core Competencies for Early Care and Education Professionals and the National Association for the Education of Young Children (NAEYC) standards.

PREREQUISITES
CDCG 113, ENGL 101

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

1. Identify tools to observe children objectively using a variety of rating scales.
2. Use information from observations to make activity plans
3. Create a Daily Schedule
4. Identify and explain how to plan indoor and outdoor activities to develop small and large motor skills
5. Identify ways to include children from a variety of cultures.
6. Identify and explain rules of confidentiality.
7. Identify art, math, and science activities appropriate in a learning environment.
8. Identify and generate goals and objectives for young children.
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.)

- A Daily Schedule (1)
- Demonstrations and Projects (2 and 5)
- Oral and written reports (1 and 3)
- Activity Plans (2 and 5)
- Examinations (1-8)
- Six (6) Activity Plans utilizing Activity Plan Outline Form (2, 4, 5, 8)
- Observations/Comparisons of children at different ages (1, 5)
- FCDI Lab School or approved site experience (2)

Artifacts:
NOCTI – performance section exam – Program Outcomes Key Assessment
Five (5) Observations: Running Record, Anecdotal, Checklist, Time Sampling, Event Sampling

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 demonstrate the ability to:
1. promote child development and learning
2. build family and community relationships
3. observe, document, and assess to support young children and families
4. use developmentally appropriate strategies for teaching
5. support learning by building meaningful curriculum
6. develop and maintain professionalism in the field of early education
7. self-assess and self-advocate
8. master and apply foundational concepts from general education
9. make connections between prior knowledge/experience and new learning
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. Create a secure environment to enhance children’s learning.
   A. Follow a daily schedule
   B. Provide choices for children
   C. Encourage and support children’s participation in a variety of activities.

II. Promote Physical Development
    A. Plan activities that integrate physical development with the arts and all curriculum areas.
    B. Plan indoor and outdoor activities for the development of large and small motor skills.
    C. Actively participate in children’s activities.

III. Promote Cognitive Development
     A. Use play to encourage cognitive development
     B. Plan and guide math, science and nature exploration activities.
     C. Design learning opportunities to reflect the cultures represented in the community

IV. Facilitate Language, Literacy and Communication Development
     A. Use a variety of songs, books and games, including those from many cultures.
     B. Immerse children in a print-rich environment.
     C. Read to children, model proper inflection, emphasis and meaning.

V. Encourage Creative Expression
    A. Value the process as more important than product.
    B. Develop curriculum activities to promote creative expression.
    C. Develop and implement creative and aesthetic activities for children in the learning environment.

VI. Observations.
    A. Anecdotal Record
    B. Running Record
    C. Time Sampling
    D. Event Sampling
    E. Checklists