

I. COURSE DESCRIPTION:

With the knowledge of child development and teaching methods as a foundation, the student will learn how to develop curriculum and establish programs aimed at meeting the particular needs of the school-aged child. Students will recognize the importance of a wide range of experiences and activities for children in this age group and will learn how to capitalize on their interests and abilities. Emphasis is placed on how to balance the freedom of choice within the context of group decision-making.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. ***Describe the essential characteristics of school-age programs***

Potential Elements of the Performance: *.(Reflection of VLO #7)*

- explain the need for school-age programs
- identify various types and settings of school-age programs
- identify indicators of quality
- explain the importance of a program philosophy and program goals
- list the roles and responsibilities of the educator
- link aspects of the Day Nurseries Act and other policies to school-age programs

2. ***Demonstrate a thorough understanding of child development for this population.****.(Reflection of VLO #1and3)*

Potential Elements of the Performance:

- relate various theories of development to school-age children
- identify the social, emotional, physical, cognitive and language milestones and needs of the kindergarten and school-age child.
- distinguish the difference between kindergarten and school-age development.
- observe school-age children in school-age programs

3. ***Plan school-age program environments*** *(Reflection of VLO #2)*

Potential Elements of the Performance:

- list quality indicators and other factors that make indoor and outdoor environments inviting and developmentally appropriate
- identify obstacles in planning school-age program environments and the strategies to overcome these obstacles
- identify strategies to involve children and their families

4. **Describe key elements in the processes of program planning for school-age program** (Reflection of VLO #2)

Potential Elements of the Performance:

- observe children using a variety of observation techniques
- explain the role of play in school-age programs
- identify various curriculum approaches
- outline techniques to help build skills appropriate for school-age children
- provide tangible examples of activities and resources appropriate for use in school-age programming

5. **Suggest goals and quality criteria for effective guidance techniques and communication strategies with school-age children** (Reflection of VLO #4)

Potential Elements of the Performance:

- identify behaviours that create challenges for the individual or the group
- describe the basic concepts which serve as a foundation for effective guidance techniques in school-age programs
- describe effective communication skills and methods specific to working with school-age children

6. **Act in a professional manner** (Reflection of VLO #6 and Essential Employability Skills #1, 5 and 6)

Potential Elements of the Performance:

- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively with others
- take responsibility for one's own actions, decisions, and consequences
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Program Manual
- demonstrate reflective practice.

III. TOPICS:

These topics are provided as a guideline and not as an exhaustive list. Some topics will overlap and may not be presented in the order that they are listed. Students are expected to do the required readings prior to class, bring materials with them and be prepared to discuss the identified topic/issue.

- School-Age Care In Canada
- The Educators in School-Age Programs
- School-Age Children - Growth and Development
- Creating Indoor and Outdoor Environments
- Developing and Building Community
- Effective Guidance Techniques and Communication Strategies for Use with School-age Children

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Field Practice Requirements – please refer to the Sault College website www.saultcollege.ca for details. Go to Programs and Courses – Community Services – ECE – Clinical and Field Placement
- Bisback, K. and Kopf-Johnson, L., (2010). ***An Introduction to School-Age Care in Canada***. Toronto: Pearson Education Canada.(will be used in Semester 4)
- Card-stock paper folder, solid colour

TEXTS PURCHASED IN OTHER COURSES BUT USED IN THIS COURSE

- ***Day Nurseries Act***
- Ontario Ministry of Child and Youth Services. (2007). ***Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007*** Not available in the bookstore. Only portions will be used. It can be downloaded from. <http://www.gov.on.ca>.

V. EVALUATION PROCESS/GRADING SYSTEM:

TESTS (2) **30%**

- Tests must be completed on the date scheduled. If you are unable to attend due to illness or extenuating circumstances, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.
- If you are late and arrive after other classmates have left the testing area you will unfortunately not be able to write the test.

IN-CLASS EXPERIENCES **10%**

A number of in-class learning experiences will be offered. These experiences are designed to engage you in your learning. You will be expected to come to class prepared. Opportunities to develop professional skills required for the ECE field will also be provided.

ASSIGNMENTS **60%**

1. School-Age Program Visits and Assignments (2 parts) 45%

You will visit a local school-age program to complete various assignments.

2. School-Age Activities 15%

You will present and share developmentally appropriate school-age activities and resource ideas.

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Students are more than welcome to hand in assignments before the due date. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
 1. Major assignments that are late are to be handed in to Room E3209 (slip under the door).
 2. The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.
- Late, major assignments will be deducted 5% per day, including weekends. There will be a (20% maximum deduction. Major assignments, more than one week late, will not be accepted.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Plagiarism posted on the Student Portal.
- Students are responsible for retaining a file of all drafts and returned assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

METHOD OF ASSESSMENT (GRADING METHOD):

The following semester grades will be assigned to students:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+ | 90 – 100% | |
| A | 80 – 89% | 4.00 |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| D | 50 – 59% | 1.00 |
| F (Fail) | 49% and below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field /clinical placement or non-graded subject area. | |
| U | Unsatisfactory achievement in field/clinical placement or non-graded subject area. | |
| X | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. | |
| NR | Grade not reported to Registrar's office. | |
| W | Student has withdrawn from the course without academic penalty. | |

A **minimum of an overall 2.0 Grade Point Average** must be maintained to receive a diploma from Sault College.

VI. SPECIAL NOTES:

ECE Program Guide

Students are expected to be familiar with and adhere to the policies and practices outlined in the *Early Childhood Education: A Guide to your Program* booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Accessibility Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November* will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.