SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: SCHOOL AGE CARE & PROGRAMMING
See web page on Web-CT

CODE NO. : ED 270   **SEMESTER:**   4

PROGRAM: EARLY CHILDHOOD EDUCATION

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DATE: Jan '01   **PREVIOUS OUTLINE DATED:**   Jan '00

APPROVED:
                          _____   _____
                                              DEAN   **DATE**

TOTAL CREDITS: 2

PREREQUISITE(S):   none

HOURS/WEEK: 2

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ED 270 School-Age Care & Programming
Total Credits: 2
Prerequisites: None

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. A web-based format will be used for some assignments and course notes.

II: **LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

1.   **Describe Key Elements in the Processes of Program Planning for SAC**

Potential Elements of the Performance:
<   *outline the essential characteristics of SAC*
<   *explain the importance of a program philosophy and suggest potential directions for a center's philosophy*
<   *describe various program formats which can be used to ensure that SAC goals are met*
<   *propose methods for arranging the physical environment in ways that reflect the program's philosophy and goals*
<   *define and describe basic supervision systems for use in SAC*
<   *outline an accident-prevention response time line relevant to SAC practice*
<   *apply aspects of the Day Nurseries Act and other policies to SAC*

2.   **Detail the Social, Emotional, Physical and Cognitive Developmental Norms and Needs of the School-age Child.**

Potential Elements of the Performance:
<   *discuss the application and limitations of developmental theory in SAC*
<   *delineate the difference between stage development and individual development*

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<   *describe how children use relationships to grow and how growth comes about through experiences in positive relationships*
<   *outline the physical changes in body growth & proportion, and in strength & endurance and determine the implications for support in programming*
<   *assess the importance of friendships and friendship skills for the healthy development of school-agers*

3. **Outline a Developmental Perspective on School-age Self-development and the Implications for Sac Practice.**

Potential Elements of the Performance:
<   *explain key issues in self-development for school-agers, with emphasis on independence, responsibility and respecting oneself and others*
<   *define self-concept and self-esteem as they relate to SAC*
<   *detail the building blocks of self-esteem and the implications for SAC practice*

4. **Suggest Goals and Quality Criteria for Effective Behaviour Management with School-agers**

Potential Elements of the Performance:
<   *describe the basic concepts which serve as a foundation for effective behaviour management in SAC*
<   *determine the communication skills & methods needed for particular use with school-agers in order to be an effective SAC worker*
<   *assess when to use specific behaviour management tools with school-age children*
<   *outline the criteria for evaluating the effectiveness of behaviour management interventions*

5. **Tie Curriculum Plans to One's Acquired Knowledge Base of Issues and Trends for SAC**

Potential Elements of the Performance:
<   *challenge children=s reasoning skills through developing concrete activities which stimulate thinking about alternatives and possibilities (divergent thinking)*
<   *suggest ways for school-agers to develop moral reasoning*
<   *assemble a working profile of activities designed to achieve the goals established for children in school-age care*
<   *provide tangible examples of activities and resources appropriate for use in SAC*

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III: **TOPICS:**

1. Characteristics of School Age Care
2. The Effective School Age Care Worker
3. Legislation and Policies Affecting School-age Care
4. Developmental Norms and Needs of School-age Children
5. Curriculum Planning for SAC
6. Behaviour Management and Communication Strategies for Use with School-age Children

IV: **REQUIRED RESOURCES/TEXTS/MATERIALS:**

School-age care: Theory and Practice, S. Musson, Addison-Wesley, 1994.
School-Age Ideas and Activities for After School Programs, K. Haas-Foletta & M. Cagely, School Age Notes, 1990.
Day Nurseries Act, 1998
Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8, NAEYC, S. Breadekamp ed; 1987.

V.   **EVALUATION PROCESS/GRADING SYSTEM:**

1. School Age Activity Profile (5 Samples @ 5%+ completed file @20%) **= 25%**
   Students will prepare a resource file containing a variety of activities that can be used with school-age children. Specific criteria will be described in class. Possible topic areas will be brain-stormed and decided upon by the class as a group.
   Each student will devise 5 sample Activity Profiles using the required format and **e-mail** these samples to the rest of the class **by Feb 2nd**. Students can research ideas from the Internet, Journals, texts, etc. , but **sources for these ideas must be clearly identified**. Students will then save these samples to a diskette and use them as a basis for a Profile binder which will include at least three ideas for each category. By preparing their own Activity Profiles students will then have a binder of activities suitable for school aged children. This binder will then be submitted for grading **by Feb 23rd**
   .

2. School-Age Curriculum Plan - ***due April 6th- 30%***
Students will outline a curriculum plan suitable for a SAC age group attending an after-school program. Students are to complete the planning for a series of afternoon sessions for "school age clubs" to be held over a period of 6 weeks (ie. 3:30-6:00 p.m. once a week x 6 weeks). Curriculum plans will be based on planning strategies discussed in class. Activity Profiles devised for the activities binder can be used for planning school-age projects. This curriculum should be consistent with the curriculum planning strategies used in the Curriculum course.

3.   Communication/Behaviour Management Skill Development Presentations - 15%
Working in small groups, present to the class a role-play of a scenario involving conflict, typical of a situation with school-age children. Present *two possible approaches* by which the SAC worker could choose to resolve the situation. With input from your classmates, analyze the strategies presented and determine which approach would be more effective. In-class Presentations will be scheduled from weeks 13-15.
    ***   Refer to NAEYC Developmentally Appropriate Practice, pp. 62 to78.***

4. Tests **= 35%**
Achievement of course learning outcomes will be measured by mandatory testing as follows:
Test #1   -   February 9th, 2001 - 10%
Test #2   -   March 23rd, 2001 - 10%
Test #3   -   April 20th, 2001- 10%

** If a student is unable to write a test on the designated date, the instructor must be called prior to the start time of the test, or the student will receive a "O". All assignments are due on the dates indicated by the instructor and/or course outline. The late policy of the ECE department will be enforced.

The following semester grades will be assigned to students in postsecondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see *Policies & Procedures Manual – Deferred Grades and Make-up*).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

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.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. 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.

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.

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

Instructor's Note
The instructor will use a specifically designed assessment tool to determine the individual group member's participation in assigned group projects. If it is deemed that a student has not fully participated in his/her share of a group assignment, that student, at the discretion of the instructor, may receive a reduced grade. For example, if the curriculum plan for a particular group warrants a grade of "A", a group member who has not fulfilled his commitment to the project could receive a "C" grade for the project. The remaining group members would earn the "A" grade. The purpose of this provision is to ensure that students involved in this course are acting as full team members, and are implementing strategies necessary for working effectively as part of an ECE team.

Late Assignments
The ECE late policy will apply to late assignments, ie. Can be submitted up to one week late, however are subject to one grade level reduction, minimum.

VII.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.