SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: School Age Child Care and Programming

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

PROGRAM: Early Childhood Education

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DATE: Jan 2008   **PREVIOUS OUTLINE DATED:**   Jan 2007

APPROVED:

_____   _____
CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: three

PREREQUISITE(S):   none

HOURS/WEEK: three

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***
       <u>Potential Elements of the Performance</u>:
       - 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***
       <u>Potential Elements of the Performance</u>:
       - 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***
       <u>Potential Elements of the Performance</u>:
       - 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 programs***
     <u>Potential Elements of the Performance:</u>
     - observe children using a variety of 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 discipline and child guidance with school-age children***
     <u>Potential Elements of the Performance</u>:
     - identify behaviours that create challenges for the individual or the group
     - describe the basic concepts which serve as a foundation for effective discipline and child guidance in school-age programs
     - describe effective communication skills and methods specific to working with school-age children

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.

1.   School-Age Care In Canada

2.   The Educators in School-Age Programs

3.   School-Age Children - Growth and Development

4.   Creating Indoor and Outdoor Environments

5.   Developing and Building Community

6.   Effective Discipline, Child Guidance and Communication Strategies for Use with School-age Children

7.   Planning and Implementing Curriculum

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Bisback, K. and Kopf-Johnson, L., (2007). ***An Introduction to School-Age Care in Canada.*** Toronto: Pearson Education Canada.

2. Crowther, Ingrid. (2006). ***Child Development: A Primer* (1st ed).** Scarborough: Thomson Nelson.

3. Faber, A. and Mazlish, E. (1995). ***How To Talk So Kids Can Learn At Home and In School.*** NY: Scribner

4. Faber, A and Mazlish, E. ***How To Talk So Kids Will Listen: Participant's Video Workbook***

5. Haig,, J., Raikes, G., Sutherland, V. (2003). ***Cites and Sources.*** Canada: Thomson Canada. (previously purchased)

6. ***Day Nurseries Act*** (previously purchased)

V. EVALUATION PROCESS/GRADING SYSTEM:

TESTS	30%
Test #1	15%
Test #2	15%

ASSIGNMENTS	60%
1. How To Talk So Kids Will Listen	15%

This video training series and accompanying text readings will provide students with appropriate school-age communication and guidance strategies.

2. School-Age Program Visits and Assignments	30%

Students will visit a local school-age program to complete various assignments. Field work hours will be credited.

3. School-Age Activities	15%

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

(dates and assignment details to be discussed in class)

IN-CLASS/WEEKLY ACTIVITIES	10%

Students are expected to participate in various in-class activities and discussions throughout the course. These may be handed in and/or reported on in class. Some of the activities will require pre-class preparation.
These activities must be completed during class time, therefore students who are not present for these activities will not have an opportunity to make them up and will be given a "0" mark for the activity.

The following semester grades will be assigned to students in post-secondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
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.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 post-secondary institutions.

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.

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.

Communication:
The College considers **LMS** 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 the **Learning Management System** communication tool.

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

Specific Class Information:
Assignments:
- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. 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 instructor will be notified, through WebCT, 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 you indicating that the material has been received.
- Late, major assignments *will be deducted 5% per day* (20% maximum deduction). Major assignments *more than one week late will not be accepted.*
- All assignments are to be typed unless otherwise stated. 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 above about Plagiarism.
- In-class or weekly assignments are due on the assigned date.   These assignments will not be accepted after that date, as they are a part of class work and discussions.
- Students are responsible for retaining a file of all drafts and returned assignments. It is strongly suggested that students 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
- Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.

Tests/Quizzes*:*
- Tests/Quizzes must be completed on the date scheduled. If 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.

Learning Environment:
In the interest of providing an optimal learning environment, students are to follow these expectations;
- Students should be aware that the expectations for their conduct in class are outlined in the *Student Code of Conduct.*
- Late students are expected to <u>quietly</u> enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed.   Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.
- Students are to keep private conversations out of the classroom.

Missed Classes
- If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts. Left over class handouts are available in the shelf unit by the ECE faculty offices (3rd floor E Wing)

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 Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.