



**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:**

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

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

Potential Elements of the Performance:

- describe how children use relationships to grow and how growth comes about through experiences in positive relationships
- outline the physical changes in body growth and proportion, and in strength and endurance, and determine the implications for support in programming
- assess the importance of friendships and friendship skills for the healthy development of school-age children
- observe and report on the developmental norms of school-age children.

2. ***Outline a Developmental Perspective on School-age Self-development and the Implications for School-age Programming.***

Potential Elements of the Performance:

- explain key issues in self-development for school-age children, with emphasis on independence, responsibility and respecting oneself and others
- define self-concept and self-esteem as they relate to school-age programming
- detail the building blocks of self-esteem and the implications for school-age programming

3. ***Describe Key Elements in the Processes of Program Planning for School-age Programs***

Potential Elements of the Performance:

- outline the essential characteristics of school-age programs
- explain the importance of a program philosophy and program goals
- describe various program formats which can be used to ensure that school-age programs 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 school-age programs
- apply aspects of the Day Nurseries Act and other policies to school-age programs

3. ***Tie Curriculum Plans to Acquired Knowledge Base of Issues and Trends for School-age Programming***

Potential Elements of the Performance:

- assemble a working profile of activities designed to meet the developmental needs of school-age children
- provide tangible examples of activities and resources appropriate for use in SAC
- suggest ways for school-aged children to develop moral reasoning

4. ***Suggest Goals and Quality Criteria for Effective Discipline and Child Guidance with School-age Children***

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 discipline and child guidance in school-age programs
- describe effective communication skills and methods specific to working with school-age children

**III. TOPICS:**

1. Characteristics of School Age Care
2. The Effective School Age Child Care Professional
3. Legislation and Policies Affecting School-age Care
4. Developmental Norms and Needs of School-age Children
5. Curriculum Planning for School-age Programming
6. Effective Discipline, Child Guidance and Communication Strategies for Use with School-age Children

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

1. S. Musson. (1999). *School-age care: Theory and Practice*. Addison-Wesley.
2. Allen, K and Marotz, L. (2003). *Developmental Profiles: Pre-birth through Twelve*. NY: Delmar . (purchased in previous semester)
3. Faber, A and Mazlish, E. *How To Talk So Kids Will Listen: Participant's Video Workbook*
4. *Day Nurseries Act* (purchased in previous semester)

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

<b>Tests</b>	<b>30%</b>
Test #1	15%
Test #2	15%

<b>Assignments</b>	<b>60%</b>
1. How To Talk So Kids Will Listen – video training This video series will provide students with appropriate school-age communication and guidance strategies	10%
2. School-Age Program Visits Based on visits to a local school-age program, students will complete the following two assignments. Field work hours will be credited.	
a) <u>Observations of School-Age Children</u>	20%
b) <u>School-Age Curriculum Plan</u>	20 %
3. School-Age Activities Students will present and share developmentally appropriate school-age activity and resource ideas.	10%

(dates and assignment details to be discussed in class)

**PARTICIPATION** **10%**

Students are expected to participate in various in-class activities and discussions throughout the course. 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.

Students will be evaluated on the quality of their participation throughout the semester. A rating scale will be provided in class.

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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 the *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.

**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.
- 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 "Statement of Student Rights and Responsibilities" in the Sault College Handbook.
- Late students are expected to quietly 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 (3<sup>rd</sup> 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 Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.