SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: School Age Care and Education

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

PROGRAM: Early Childhood Education

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DATE: Jan 2005   **PREVIOUS OUTLINE DATED:** Jan 2004

APPROVED:

_____ _____
                      DEAN   **DATE**

TOTAL CREDITS: Three

PREREQUISITE(S): None

HOURS/WEEK: 3

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. **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*
   - *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:
   - *delineate the difference between stage development and individual development*
   - *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 schoolagers*

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 and 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 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*

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:

1. <u>School-age care: Theory and Practice</u>. S. Musson, Addison-Wesley. 1999.
2. <u>Day Nurseries Act</u>
3. <u>Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 12.</u> NAEYC. S. Breadekamp ed; 1999.
4. <u>Developmental Profiles: Pre-birth through Twelve.</u> Allen, K and Marotz, L. Delmar Learning. 2003.

V.   EVALUATION PROCESS/GRADING SYSTEM:

1. **<u>School-Age Program Visits</u> - 45%**
   Students will work in small groups and will visit one local school-age program twice.   Based on these visits, students will complete the following two assignments. Field work hours will be credited.
   a) <u>Observations of School-Age Children and Programming</u> - 15%
   b) <u>School-Age Curriculum Plan</u> - 30 %
   Students will outline a curriculum plan suitable for the SAC age group attending the after-school program they visited. Curriculum plans will be based on planning strategies discussed in class.

2. **<u>Tests</u>   30%**
   Achievement of course learning outcomes will be measured by mandatory testing as follows :
   > Test #1   - 15%
   > Test #2   - 15%

3. **<u>Assignments and Participation</u>   25%**
   Various in-class and 'overnight' assignments are assigned to be handed in and/or reported on in class. These are due on the date assigned and no extensions will be granted.

** 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 "0". 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 (5% per day penalty; late assignments accepted only up to one week after due date).

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 703 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 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.

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.