

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



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. 2010 **PREVIOUS OUTLINE DATED:** Jan. 2009
APPROVED: "Angelique Lemay" Jan/10

CHAIR, COMMUNITY SERVICES **DATE**

TOTAL CREDITS: 3
PREREQUISITE(S):
HOURS/WEEK: 3

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

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 programsPotential Elements of the Performance:

- 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 populationPotential 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 environmentsPotential 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 programsPotential 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

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. Communicate professionally (Reflection of CSAC Vocational Standard #6, Generic Skills #1,#2,#5,)

Potential Elements of the Performance:

- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, and correctly in the written, spoken, and visual form

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
- Planning and Implementing Curriculum

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Bisback, K. and Kopf-Johnson, L., (2010). ***An Introduction to School-Age Care in Canada***. Toronto: Pearson Education Canada.
2. Faber, A. and Mazlish, E. (1995). ***How To Talk So Kids Can Learn At Home and In School***. NY: Scribner
3. Faber, A and Mazlish, E. ***How To Talk So Kids Will Listen: Participant's Video Workbook***

Previously Purchased

4. Haig,, J., Raikes, G., Sutherland, V. (2003). *Cites and Sources*. Canada: Thomson Canada.
5. *Day Nurseries Act*

V. EVALUATION PROCESS / GRADING SYSTEM:**TESTS 30%**

Test #1	10%
Test #2	10%
Test #3	10%

ASSIGNMENTS 55%

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 25%
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.

IN-CLASS/WEEKLY ACTIVITIES 15%

Students are expected to participate in various course-related, in-class/weekly activities and discussions/activities throughout the course. The focus of the activities will be to provide students with opportunities to engage in experiential learning that reflects the theory being discussed. These activities must be completed during the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these participation components will be given a "0" for the identified activity. These activities will not be rescheduled for students. Details of the various activities will be discussed in class. In some cases students will be required to submit their work at the end of the class for evaluation.

V. EVALUATION PROCESS / GRADING SYSTEM (continued):**METHOD OF ASSESSMENT (GRADING METHOD):**

Students will be assessed on the basis of their summary work/research assignments, employment package, editing skills, oral presentation, and research/documentation skills.

The following letter grades will be assigned in accordance with college policy and the Language and Communication Department Guidelines:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

Students may be assigned a mid-term grade of “F” for unsatisfactory performance.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES

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.

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.

Disability 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 Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Communication:

The College considers **WebCT/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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Academic Assistant in the office of the Chair, Community Services (Room E2201), or from the course coordinator or academic assistant regarding a general education transfer request. 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. Contact the Student Services Office, E1101 for additional information.

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

Specific Class Information

Professors reserve the right to adjust the course delivery as they deem necessary to meet the needs of students.

Missed Classes

Students who miss a class are responsible for asking a classmate to take notes and pick up assignments and handouts. Students are responsible for work assigned during absences.

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

Assignments:

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments **more than one week late will not be accepted**. If major assignments are late, within the one week framework, 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, if the professor is not available).
 2. If not submitted directly to the professor, the student must notify the professor, 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. A hard copy must still be submitted. The assignment will not be assessed if a hard copy is not submitted.
- All assignments are to be typed and stapled 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. We suggest 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 (with assessment), 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.

Learning Environment

- Students should be aware that the expectations for their conduct in class are outlined in the *Student Code of Conduct*.
- Students are expected to arrive to class on time. Late students are expected to quietly enter the classroom and sit in the nearest available seat. Notes and writing materials must be ready before entering class. If assignments and activities have begun, students are asked to wait until they are completed. Students are asked to wait until after class to speak to classmates about missed material.
- Students are to keep private conversations and other distracting behaviours out of the classroom.
- Leaving the room should be for emergency reasons only.