

Course Outline

COURSE: CD 14A **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2015 **CURRICULUM APPROVAL DATE:** 02/23/2015

SHORT TITLE: WORK W/SCH AGE CHLD

LONG TITLE: Working with School Age Children

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

Students will learn the developmental characteristics of school aged children, issues relating to before and after school programs for children from kindergarten to grade eight, and specific details of administering and leading such a program. Other topics include recreation versus academic enrichment, staffing requirements, age groupings, program content, and community resources. This course has the option of a letter grade or pass/no pass. **ADVISORY:** Eligible for English 250 and 260. Child Development 3.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Students will plan a safe and healthy environment for school-age children.

Measure: Written Assignment

PLO: 1,2

ILO: 3,2,7

GE-LO:

Year assessed or anticipated year of assessment: 2015

2. Students will observe and demonstrate strategies to establish productive relationships between children, staff and families.

Measure: Site Observation Report, Role Play

PLO: 2,3

ILO: 7,1, 2

GE-LO:

Year assessed or anticipated year of assessment: 2015

3. Students will review and explain the principles of growth and development for 5 to 12 year old children.

Measure: Written and oral assignments

PLO: 1

ILO: 2,6,7

GE-LO:

Year assessed or anticipated year of assessment: 2015

4. Students will develop and plan an appropriate environment and curriculum for 5 to 12 year old children.

Measure: Curriculum Project

PLO: 2

ILO: 1,2,7

GE-LO:

Year assessed or anticipated year of assessment: 2015

5. Students will demonstrate appropriate discipline and guidance techniques for use in after school and recreational environments.

Measure: Oral presentation, written assignment, exam

PLO: 2

ILO: 7,1,2

GE-LO:

Year assessed or anticipated year of assessment: 2015

6. Students will demonstrate the ability to advance children's physical, cognitive, social, and emotional development through personal interaction and curriculum planning.

Measure: Class Discussion, curriculum project, written exam

PLO: 1,2,3

ILO: 7,6,2

GE-LO:

Year assessed or anticipated year of assessment: 2015

7. Students will identify major issues affecting children and their families and demonstrate the ability to develop appropriate responses.

Measure: class discussion, written assignments

PLO: 1,3

ILO: 3,2,3

GE-LO:

Year assessed or anticipated year of assessment: 2015

8. Students will identify and understand the elements of a high quality after school program.

Measure: class discussion, written assignment

PLO: 1,2

ILO: 7,2

GE-LO:

Year assessed or anticipated year of assessment: 2015

PROGRAM LEARNING OUTCOMES:

1. Articulate three major child development theories and translate these theories into appropriate school-age care environments that include learning centers and materials.

2. Plan developmentally appropriate school-age curriculum activities in three domains of development: cognitive, affective, and psychomotor.

3. Identify different models of school-age programs and design a model of leadership in programs and advocacy for children and family needs.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 02/23/2015

1 3 Introduction and course overview.

The Criteria for Quality in School-Age Facilities.

The Needs, Benefits, and Values of Effective Child Care.

2 3 Half a Childhood: Wisely Used or Wasted Hours.

3 3 Family Resource in School-Age Child Care: Why?

What is it" When is it needed? Where is it Found?

4 3 Who Are The Families? Video, Borba on Self Esteem.

5 3 Who Are the Children in School Age Child Care?

6 3 Some Special Ways to Help, Some Special Things to Know.

7 3 Who Are The Care Givers of the School Age Child?

8 3 What Do the Child Do? Planning for Growth,

Discovery and Learning.

9 3 The Activities Support New Interests and Skills.

10 3 Schedules for Before School, After School, Full Day and Summertime.

11 3 Developmental Expectations

12 3 Training considerations, for School-Age Child Care Personnel.

13 3 Bibliotherapy in School-Age Child Care.

14 3 Multicultural and Ethnic Themes for School Age

Child Care Activities, will be addressed in the

Lecture.

15 3 Motivational Activities in School Age Child Care

is the Lecture Topic.

16 3 Contemporary Literature for School Age Child Care.

17 3 Professional Ethics and Legislation for School Age Child Caregivers.

18 3 Support Groups for School Age Child Caregivers.

ASSIGNMENTS:

Lectures, chapter readings, homework, presentations, projects, etc.

Week 1 - Read chapter one, School-Age Child Care: The Problem Examined . . . Solutions Explored, in Text I.

Week 2 - Read chapter two, Text I. Interview Handout due week 3.

Week 3 - Read chapter three in Text I. Contact one agency or Resource for families in your community, and report on your findings next class. (Handout for Term Papers, Fifteen Steps to a Term Paper, sign ups for preferred topics due week 6).

Week 4 - Read chapter four in Text I. Come prepared to discuss the seven types of families usually represented in school-age day care facilities. Consider your responsibility to these families.

Week 5 - Read chapter 5 in Text I. Read The Emerging Self in Text II, pages 1-11. Self Esteem handouts. Plan Self Esteem Presentation for Midterm.

Week 6 - Read chapter six, Text I, and chapter one Text II. Plan an activity to present in class which could be presented in a combined ages setting.

Week 7 - Read chapter 7, Text I, and chapter two in Text II. Write an essay on the topic, "Why Would Anyone Choose to Care for School Age Child Care Kids?" Plan one "Kid Pleaser" activity to share.

Week 8 - Read Chapter 8, Text I, through page 78, and chapter 3, Text II. Midterm Practicum Due. (Present 3 activities for Self Esteem Building.)

Week 9 - Read Text I, pages 79-92, and Text II, chapter 5. Plan one activity which will utilize as much of the total facility as may be possible.

Week 10 - Read pages 93-97, Text I, and chapter 7, Text II. Prepare a sample schedule for your ideal school age child care facility.

Week 11 - Read Appendix A&B, Text I. Plan one activity from a developmental perspective, for one ability level.

Week 12 - Appendix C should be read, and then write an essay on professional preparation, body of knowledge, and skills necessary to the Quality Caregiver of a School-Age Child Care Facility. Prepare one activity from Text II, The World of Books.

Week 13 - Read the chapter on Bibliotherapy in Text II. Plan one activity using this information.

Week 14 - Bring your favorite Multicultural, or Ethnic Activities and plans.

Week 15 - Bring motivational activities to share. Design an award, certificate, or contract.

Week 16 - TERM PAPERS DUE. An oral presentation is required. Bring samples of contemporary literature to display and discuss .

Week 17 - Final Presentations of Oral Term reports. Bring your questions on Title 5, and Title 22 Child Care regulations.

Week 18 - FINAL PROJECTS DUE!

METHODS OF INSTRUCTION:

Traditional Lecture:

1. Lecture with use of overhead projector and white board.
2. Film/video presentation and class discussion.
3. Small group collaborative projects to be done in class.
4. Guest speakers and/or panel presentations when appropriate and available.

-OR-

Distance Learning:

1. Lectures, graphics, and other visuals posted on web site on a weekly basis.
2. Internet based class discussion weekly.
3. One-on-one student/instructor communication on designated topics.
4. Student assignments submitted for evaluation by mail, fax, or e-mail.
5. Guest presenters and/or panel presentation in online chat rooms when technology becomes available to do so.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 50 % to 60 %

Written Homework

Essay Exams

Term or Other Papers

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 0 %

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 0 %

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 40 % to 50 %

Multiple Choice

True/False

Matching Items

Completion

CATEGORY 5 - Any other methods of evaluation:

Percent range of total grade: 0 %

REPRESENTATIVE TEXTBOOKS:

Required:

Bumgarner, Marlene. Working With School Age Children. Pearson Custom Education, 2010 (book is currently in revision).

Or other appropriate college level text.

ISBN: 978-0132080859

Reading level of text, Grade: 12th grade

Verified by: publisher

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 198670

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: CD

CSU Crosswalk Course Number: 14A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000316266

Sports/Physical Education Course: N

Taxonomy of Program: 130500