



Course Outline

CHILDHOOD STUDIES

**EA 226E
School-Age Care
Spring, 2017**

**1 CREDIT
3 HOURS PER WEEK for 5 weeks**

INSTRUCTOR: Hope Moffatt

COURSE DESCRIPTION: 1 credit, 15 hours

This course will provide a *brief* overview of developmentally appropriate programs for children aged five to twelve outside of their formal school days. We will examine developmental milestones of school-age children, the roles their caregivers play to support their development, optimum school-age care environments, building community, and developmentally appropriate curriculum in school-age care settings.

INSTRUCTOR: Hope Moffatt

PHONE NUMBER: (780) 791-8953

E-MAIL: hope.moffatt@keyano.ca

OFFICE NUMBER: 210A

OFFICE HOURS: by e-mail or appointment

HOURS OF INSTRUCTION:

Thursdays, May 11th – June 15th, 2017 6:30 – 9:30 p.m. Room 216

REQUIRED RESOURCES:

Bisback, K. & Kopf-Johnson, L. (2009). *An introduction to school-age care in Canada* (2nd ed.). Toronto, ON: Prentice Hall.

RECOMMENDED RESOURCES:

Harms, T., Jacobs, E.V. & White, D.R. (1995). *School-age care environment rating scale*. New York, NY: Teachers College Press.

Copple, C. & Bredekamp, S. editors. (2009). *Developmentally appropriate practice in early childhood programs* (3rd edition). Washington, DC: NAEYC.

COURSE OUTCOMES:

By the end of the course, students will:

1. recognize the developmental milestones of school-age children aged 5 – 12, in all areas of their growth – social, physical, cognitive, language, creative and emotional.
2. determine what roles are necessary and optimal for caregivers working with groups of 5 – 12-year-olds in out-of-school child care settings.

3. research, design and illustrate optimum school-age care environments, including materials and equipment.
4. describe ways of building community in school-age (OSC = Out-of-School care) programs – with the children, their families and the larger community in which they live.
5. identify what constitutes developmentally appropriate emergent curriculum for school-aged children outside of the school day, and explore ways to achieve developmentally and culturally appropriate practices.

EVALUATION:

Each assignment is graded on the alphabetic College grading system.

| Assignment: | Percentage of total grade: | Due Date: |
|--|-----------------------------------|--|
| Readings, with individual responses to review questions & discussions with classmates See explanation guide and criteria sheet | 50% | <i>Each week</i> , with all submissions completed by June 15, 2017 |
| Designing the Environment See explanation guide and criteria sheet | 30% | June 1, 2017 |
| Case Studies See explanation guide and criteria sheet | 20% (2 X10%) | June 8, 2017 |

NOTE!! If class is cancelled, for whatever reason, any assignments will be due and submitted at the **BEGINNING** of the following class.

GRADING SYSTEM:

| Letter Grade | Description | Grade Points |
|---------------------|--------------------|---------------------|
| A+ | | 4 |
| A | Excellent | 4 |
| A- | | 3.7 |
| B+ | | 3.3 |
| B | Good | 3 |
| B- | | 2.7 |
| C+ | | 2.3 |
| C | Satisfactory | 2 |
| C- | | 1.7 |
| D+ | | 1.3 |
| D | Minimal Pass | 1 |
| F | Failure | 0 |

Students intending to transfer to other institutions require a 'C-' as a minimum grade. Transfer information on each course is available at the [Alberta Council on Admission and Transfers](#).

TOPICS TO BE COVERED:

- Introduction, Memories of School-age play
- Who are these children? (developmental milestones)
- Optimal environments for school-age children
- Roles of adults in school-age care
- Developmentally appropriate emergent curriculum
- Building community – why? how? with whom?

Please Note:

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College Credit Calendar.

PERFORMANCE REQUIREMENTS:

Course assignments have set due dates to manage both instructor and student workloads. Changes to due dates may occur to adjust overall student workload based on class consensus.

The department performance requirements (revised 2014) regarding student evaluation states that:

- Assignments are to be submitted in class on their respective due dates. If a student is absent from class, the assignment will be considered late.
- Individual extensions require students to contact and ask permission from the instructor prior to the assignment due date. In addition, a signed request for extension, including the extenuating circumstances must be submitted at that time or as soon as possible.
- For assignments that are late without written permission:
 - a grade will be deducted for assignments up to 3 days late. e.g. a B assignment will become a B-
 - an additional grade will be deducted for assignments that are 4 – 7 days late; ie: An assignment with a grade of B now becomes a C+
 - no assignments will be accepted after 1 week past the due date.
- ***No assignments will be accepted after the beginning of the class on final date of the course. The final due date for this course is June 15, 2017***
- Since final exams are not a component of ELCC or EA courses and because learning is participatory, attendance and participation are part of the course grade. ***80% attendance and word-processed assignments when required by the instructor, are necessary to achieve a final grade of B or higher in ELCC and EA courses.***
- A grade of B on an assignment recognizes that the student has met the basic requirements and knows the applicable content thoroughly enough to be able to apply it. A grade of less than B brings attention to the student that there are gaps in understanding the content and skills required for that assignment. Students should use the criteria for assignments to guide assignment work.
- A grade of B+ or higher acknowledges excellence in quality and quantity of work. The student's assignment is above the basic requirements.

Students who do not complete all the required work should not expect to pass the course.

ACADEMIC MISCONDUCT:

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College Credit Calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

SPECIALIZED SUPPORTS:

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling. More specific details are found in the Keyano College Student and College Resources section the Keyano College Credit Calendar. It is the responsibility of the student to self-identify at the Disability Services office that they have a disability.

SKILL Centre

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.



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Hope Moffatt, Instructor

Date

Reviewed and approved by:

**Stephanie Brake,
Chair of Human Services**

Date

Vincella Thompson, Dean

Date