

DEPARTMENT of Education

COURSE OUTLINE – Fall 2022

CD2120: School Age Care and Development - 3(3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR: Shelly Kelly

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OFFICE: Online

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OFFICE HOURS: Anytime by
appointment

CALENDAR DESCRIPTION:

This course examines the developmental characteristics of children ages 6 through 12 years and the components of high quality out of school care programs. Students will acquire the knowledge and skills to ensure that the environment, experiences and interactions meet the needs of school age children.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: Course notes and readings in Brightspace Canadian Edition Parker, & Stone-Zukowski, (2013). Caring for School-age Children, 2nd Canadian Edition, Nelson Publishing.

DELIVERY MODE(S): Online

COURSE OBJECTIVES:

1. Identify historical figures who have influenced current early childhood theory and practice.
2. Explain how early learning and child care has evolved over the centuries in Canada.
3. Describe the key points of theories that have influenced early learning and child care
4. Describe some current program models that have been inspired by the theories of Piaget, Vygotsky, Gesell, and others.
5. Compare and contrast various types of early childhood programs in terms of their mandates and services.
6. Explain why affordable, accessible, high quality early childhood programs are needed in Canada today.
7. Identify the defining characteristics of high-quality early childhood programs.
8. Explain why quality matters in early childhood programs.
9. Use specific criteria to determine whether early childhood education qualifies as a profession.
10. Describe the defining characteristics of professionalism in early childhood education.
11. Identify the early childhood practitioner's ethical responsibilities to children, families, co-workers, the community, and society.
12. Use the NAEYC Code of Ethics to analyze ethical dilemmas and make informed decisions about ethical issues.
13. Use specific, appropriate strategies to advocate for young children, families, and the field of early childhood education.
14. Identify and access appropriate agencies and resources that support the professional development of early childhood practitioners.

LEARNING OUTCOMES:

1. Describe the physical, social, and emotional developmental characteristics of school age children and their motor, cognitive, communication, and creative skill development.
2. Describe strategies child care professionals can use to support and enhance all aspects of the development of school age children.
3. Identify the components of an effective, high quality out of school care program.
4. Develop and implement a program plan that considers the experiences, materials, and environment that best support the goals and philosophy of best practice in school age care.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

All submitted work is graded according to the rubric found in Brightspace.

5 Discussion Questions	= 10% of your final grade
Learning Activities	= 40% of your final grade
5 Assignments @ 10 points each	= 50% of your final grade

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

September 1 – December 16, 2022

Evaluation	Due Date
Unit 1 Discussion	Sept 9
Learning Activities	Sept 16
Assignment	Sept 23
Unit 2 Discussion	Sept 30
Learning Activities	Oct 07
Assignment	Oct 14
Unit 3 Discussion	Oct 21
Learning Activities	Oct 28
Assignment	Nov 04
Unit 4 Discussion	Nov 11
Learning Activities	Nov 18
Assignment	Nov 25
Unit 5 Discussion	Dec 02
Learning Activities	Dec 09
Assignment	Dec 16

STUDENT RESPONSIBILITIES:

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.nwpolytech.ca/about/administration/policies/index.html>

**Note: all Academic and Administrative policies are available on the same page.