Reedley College

CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CHDEV 8A	(2) Introduction to SCHOOL-AGE CHILD CARE	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours:				(8) Classification:			
Total Course Hours							
	Total Lec hours:		2.00		Degree applicable:		X
	Total Lab hours:		3.00		Non-degree applicable:		
	Total Contact hours:		90.00		Basic skills:		
Lec will generate _0_ hour(s) outside work.				(9) RC Fulfills AS/AA degree requirement: (area)			
Lab will generate _0_ hour(s) outside work.				General education category:			
(5) Grading Basis:	Grading Scale Only		X	Major:	CHILD DEVELOPMENT PARAPROFESSIONAL		
	Pass/No Pass option			Certificate of:	CHILD CARE FOR SCHOOL-AGE CHILDREN/TEACHER PARAPROFESSIONAL		
	Pass/No Pass only						
(6) Advisories:				Certificate in:			
Eligibility for English 125							
Eligibility for English 126				(10) CSU	Baccalaureate:		X
(7) Pre-requisites(requires C grade or better):				(11) Repeatable: (A course may be repeated three times)			
Corequisites:							0

(12) Catalog Description:
This course will examine quality child care, licencing requirements, and program options for school-age child-care. An emphasis will be placed on administrative aspects including staffing requirements, enviornmental design, and program planning for quality school-age child care.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:
  I. Design, implement and evaluate developmentally appropriate activities in a before school or after school program.
  II. Demonstrate an understanding of title 22 licensing regulations and procedures as they pertains to school-age child care programs.

  III. Identify the different levels of childcare professionals and the educational requirements for each level.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:
  I. Explore cultural changes in our society and the needs of parents and children.
  II. Identify the level of child care worker given training and educational background.
  III. Design a safe and healthy outdoor learning environment for school-aged children.
  IV. Explore national standards for quality child care.
  V. Identify licensing issues and procedures for school-age child care in California.

IV. COURSE OUTLINE:

Lecture Content:

A. Preparing for a career in school-age child care
  1. Job titles and training options
  2. Credentials and certification
  3. Wages and benefits
  4. Career ladder
  5. Common training needs
    a. personality characteristics
    b. knowledge of all areas of child development

    c. health and safety practices
    d. group management
    e. developmental appropriate practices
    f. curriculum development

B. Adult role in Socialization and Development
  1. Adults as agents of socialization
  2. Adults and the development of personality
  3. Adult as teacher in school-age child care
    a. life and job skills
    b. social skills and strategies
    c. problem solving and competence
    d. literacy and a love of learning
    e. lifelong health and fitness habits
    f. self-esteem
    g. moral reasoning and value clarification
    h. cultural awareness

C. Environments for Care of School-Age Children
1. Settings for school-age child car
  a. private home and center
  b. school-site center
  c. churches
  d. permanent or portable buildings
2. Model Programs—environment for child care
  a. nurturing and safe
  b. attractive and interesting
  c. supportive staff
3.State licensing requirements governing facility
  a. functional designs
  b. design of classroom and individual interest centers
  c. options for storage of supplies (personal and program)

D. Ensuring Program Quality
  1. New quality standards
    a. NAEYC accreditation
    b. Professional organizations in program quality

E. Legal and Budget Issues, Policies, Procedures, and Personnel
  1. Licensing procedures
  2. Developing program procedures and policies
    a. admission agreements
    b. liability concerns
    c. funding, finances, and fees
    d. staff (all areas)
    e. discipline policies
    f. scheduling
    g. transportation
    h. health and safety
    i. nutritional program

F. Cooperative Program Planning
  1. Including children in planning
    a. interest and skills
    b. developmentally appropriate practice
    a. identify goals, objectives and leadership strategies
    b. ensuring a balanced, integrated curriculum
    e. evaluation of activities

B. Planning the Outdoor Environment and Activities
  1. State licensing regulations for playgrounds
  2. Health and safety concerns
    a. preventive measures
    b. emergency procedures
    c. staffing requirements
  3. Small group activities
  4. Large group activities

Lab Content:

    A. Skills
1. Collaborating among adults
2. General supervision of school-age children
3. Guiding school-age children's behavior
4. Designing curriculum based on observations
5. Implementing developmentally appropriate curriculum
6. Presenting small group and large group experiences
7. Use developmental assessment tools
8. Self-reflective and self-assessment

    B. Observations
- I. Identify concrete examples of developmentally appropriate philosophy to teaching
- II. Identify effective teaching strategies
- III. Identify the different between child-directed and teacher-directed activities
- IV. Identify effective guidance techniques

    C. Environment
- I. Participate in routines, scheduling, and transitions
- II. Assess the effectiveness of the daily schedule
- III. Assess the environment

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

    I. Sample Text Title:
        1. Recommended - Click, P. *Caring for School-age Children ,* ed. 5th Delmar, 2009, ISBN: 1428318194
        2. Recommended - B. Blakley, R. Blau, E. Brady, C. Streibert, A. Zavitkovsky, & D. Zavitkovsky *Activities for School-Age Child Care: Playing and Learning ,* ed. (Rev. ed.) NAEYC, 2005, ISBN: 0935989269

    II. Other Readings

    ____ Global or international materials or concepts are appropriately included in this course
    _X_ Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.
Multicultural child rearing practices will be covered.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
	Check either 1 or 2 below		
X	*1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.*		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
X	a) essay exam(s)	X	d) written homework
	b) term or other paper(s)		e) reading reports
X	c) laboratory report(s)	X	f) other (specify)

Required assignments may include but are not limited to the following:
1. Short essay questions on exams require application of theory to problem solving.
2. Lab reports that require analysis of behavior and solutions.
3. Written response to current issues concerning children in child care or related parent concerns.

B. Problem Solving
Computational or non-computational problem-solving demonstrations, including:

X	a) exam(s)	X	d) laboratory reports
	b) quizzes		e) field work
	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:
1. Using state licensing requirements assess the components of the center's outdoor environment for health and safety issues.

C. Skill demonstrations, including:

	a) class performance(s)	X	c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:
Student demonstration of an activity in a specified curriculum area.

D. Objective examinations including:

X	a) multiple choice		d) completion
X	b) true/false		e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:
Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.
40% objective examinations 20% Writing Skills 20% Skills Demonstration 20% Problem Solving

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

	College-Level Criteria Met	
	YES	NO
Textbook	X	
Reference materials	X	
Instructor-prepared materials	X	
Audio-visual materials	X	

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher)	
Text is used in a college-level course	X
Used grading provided by publisher	
Other: (please explain; relate to Skills Levels)	

	YES	NO
Computation Level (Eligible for MATH 101 level or higher where applicable)		X
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	X	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	X	
Requires independent thought and study	X	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	X	

List of Reading/Educational Materials
Recommended - Click, P. *Caring for School-age Children ,* ed. 5th Delmar, 2009, ISBN: 1428318194
Recommended - B. Blakley, R. Blau, E. Brady, C. Streibert, A. Zavitkovsky, & D. Zavitkovsky *Activities for School-Age Child Care: Playing and Learning ,* ed. (Rev. ed.) NAEYC, 2005, ISBN: 0935989269

Comments:

_____ This course requires special or additional library materials (list attached).
_____ This course requires special facilities:

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

(eligibility for English 126)
(as outcomes for English 262)
 	
__X__ Using phonetic, structural, contextual, and dictionary
     skills to attack and understand words.
_____ Applying word analysis skills to reading in context.
__X__ Using adequate basic functional vocabulary skills.
__X__ Using textbook study skills and outlining skills.
__X__ Using a full range of literal comprehension skills and
     basic analytical skills such as predicting, inferring,
     concluding, and evaluating.
	1. Students will read and apply child development theory to classroom assignments.
	
	2. Reading and the identification of topical books is required.
	
	3. Students read current research findings pertaining to teaching methods and apply in appropriate situation.

(eligibility for English 125)
(as outcomes for English 252)
 	
__X__ Writing complete English sentences and avoiding
     errors most of the time.
__X__ Using the conventions of English writing: capitalization,
     punctuation, spelling, etc.
__X__ Using verbs correctly in present, past, future, and
     present perfect tenses, and using the correct forms of
     common irregular verbs.
__X__ Expanding and developing basic sentence structure with
     appropriate modification.
_____ Combining sentences using coordination, subordination,
     and phrases.
_____ Expressing the writer's ideas in short personal papers
     utilizing the writing process in their development.
	1. A written thematic unit will be required.
	
	2. Students will write critiques of readings.
	
	3. Lab reports will be written each week.

<u>Check the appropriate spaces.</u>
_____ Eligibility for Math 101 is advisory for the target course.
__X__ Eligibility for English 126 is advisory for the target course.
__X__ Eligibility for English 125 is advisory for the target course.
  <u>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</u>

CONTENT REVIEW

REQUISITES

No requisites