DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: School-Age Care I (Telecourse)
COURSE NUMBER: CHLD-0125
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: KCKCC-issued email accounts are the official means for electronically communicating with our students.

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: This introductory course provides an overview for the school-age provider in the areas of: health and safety, human relationships, environments, inclusion, development, guidance, activity planning and program management.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Health and Safety in School-Age Care
II. Human Relationships in School-Age Care
III. Environments for School-Agers
IV. Integration of Special Needs
V. Ages and Stages of School-Agers
VI. Behavior Management for School-Age Care
VII. Curriculum for School-Agers
VIII. Program Management for School-Age Care

EXPECTED LEARNER OUTCOMES:
A. The student will be able to plan a safe and healthy environment for school-age children.
B. The student will be able to list strategies to establish productive relationships between children, staff and families.
C. The student will be able to plan, and learn to provide, a developmentally appropriate environment for 5-12 years old.
D. The student will be able to demonstrate the ability to create a full inclusion program.
E. The student will be able to develop an understanding of the principles of growth and development for 5-12 years old.
F. The student will be able to develop an understanding of appropriate behavior management techniques.
G. The student will be able to demonstrate the ability to advance children’s physical, cognitive, social, and emotional development with developmentally appropriate curriculum.
H. The student will be able to strategize ways to manage an effective program operation.

COURSE COMPETENCIES:

The student will be able to plan a safe and healthy environment for school-age children.
1. The student will be able to develop safety guidelines for school-age children in group care.
2. The student will be able to develop guidelines for selecting safe equipment and materials for school-age children.
3. The student will be able to draft health policies for school-age children.
4. The student will be able to promote good health and nutrition for school-age children.
5. The student will be able to demonstrate awareness of safety/health issues of special needs school-age children.

The student will be able to list strategies to establish productive relationships between children, staff and families.
6. The student will be able to maintain a respectful, open, friendly and cooperative relationship with children and between children.
7. The student will be able to maintain a respectful, open, friendly and cooperative relationship with each child’s family.
8. The student will be able to maintain a respectful, open, friendly and cooperative relationship with the staff and co-workers.
9. The student will be able to respect the diversity of families.

The student will be able to plan, and learn to provide, a developmentally appropriate environment for 5-12 year olds.
10. The student will be able to evaluate develop mentally appropriate environments in a variety of settings/locations for school-age children.
11. The student will be able to provide indoor space as a resource for encouraging play and learning.
12. The student will be able to provide outdoor space as a resource for encouraging learning and play.
13. The student will be able to plan materials as a resource for encouraging learning and play.

The student will be able to demonstrate the ability to create a full inclusion program.
14. The student will be able to demonstrate awareness of safety/health needs of special needs school-age children.
15. The student will be able to demonstrate an awareness of unique characteristics that affects the development of school-age children with special needs.
16. The student will be able to provide a variety of equipment to promote physical development of children with special needs.
17. The student will be able to provide activities to promote physical development of school-age children with special needs.

The student will be able to develop an understanding of the principles of growth and development for 5-12 year olds.
18. The student will be able to demonstrate an understanding of the development of the early school-age children (5-6).
19. The student will be able to demonstrate an understanding of the development of the middle school-age children (7-9).
20. The student will be able to demonstrate an understanding of the development of the early adolescence school-age children (10 and older).

**The student will be able to develop an understanding of appropriate behavior management techniques.**

21. The student will be able to demonstrate an understanding of the various conditions affecting the behavior of school-age children.
22. The student will be able to demonstrate an understanding of techniques used by adults to influence and guide the behavior of school-age children.
23. The student will be able to give examples of setting and enforcing limits with the use of consequences.
24. The student will be able to list effective techniques when communicating with the parents.
25. The student will be able to demonstrate the use of conflict resolutions to solve problems.

**The student will be able to demonstrate the ability to advance children’s physical, cognitive, social, and emotional development with developmentally appropriate curriculum.**

26. The student will be able to demonstrate cooperative program planning for the curriculum of school-age childcare.
27. The student will be able to identify goals and objectives.
28. The student will be able to plan balanced curriculum.
29. The student will be able to describe leadership strategies.
30. The student will be able to provide a plan to acquire materials, equipment and supplies.

**The student will be able to strategize ways to manage an effective program operation.**

31. The student will be able to build a resource file of available resources to ensure an effective operation.
32. The student will be able to demonstrate organization for developing records and record keeping.
33. The student will be able to demonstrate knowledge of licensing and regulations.
34. The student will be able to demonstrate knowledge of legal issues.
35. The student will be able to describe philosophy for developing partnerships with families and the community.

**ASSESSMENT OF LEARNER OUTCOMES:**

1. Completion of application for admission and enrollment and payment to Kansas City Kansas Community College.
2. Viewing of the videotapes with log completed for each video.
3. Completion of the study guides.
4. Typewritten, double-spaced Resource File (See attachment A).
5. Typewritten, double-spaced Implementation Plan (See attachment B).
6. School-Age Care videotaped presentation (See attachment C).

<table>
<thead>
<tr>
<th>Study Guides @ 100 each</th>
<th>800 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource File</td>
<td>400 points</td>
</tr>
<tr>
<td>Implementation Plan</td>
<td>400 points</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>1600 points</strong></td>
</tr>
</tbody>
</table>

Final letter grade will be determined as follows:

- 90%-100 = A  
  1440-1600 points
- 80%-89 = B  
  1280-1439 points
VIDEOS

Note: Videotape series and interactive study guides for #1-#8.

1. “Detective’s Notebook: The Case of the Healthy, Safe, School-Age Program” - Methods to ensure school-age programs are healthy and safe both indoors and outdoors. (30 minutes)

2. “SAC Challenge: Ages and States of School-Age Care” – The stages of development and implications of those stages of school-age care. “There’s a lot of difference between a 6-year-old and a 12-year-old.” Says Wooldridge. (30 minutes)

3. Beyond the Smoke and Mirrors: Behavior Management” – Understanding the physical and emotional environments that set the stage to behavior management.

4. “Kid’s Eye: Human Relations in School-Age Care” – The effect of interactions among staff, children and families from the school-agers’ perspective. (31 minutes)

5. Environments by Design: Space for School-Age Care” – Ways for programs to provide developmentally appropriate activities and experience for school-agers’. (30 minutes)

6. “ViewPoint: Developmentally Appropriate Activities and Experiences in School-Age Care” – Developmentally appropriate activities and experiences for the school-agers. (32 minutes)


8. “Recipes for Success: Program Management in School-Age Care” A review of the key ingredients to building a high quality school-age care program. (36 minutes)

9. “Caring for Mixed-age Groups in Child Care Homes and Centers” – Assists child care centers and family homes in providing outstanding day care by examining ideas that have worked for experienced child care professionals. Provides examples of methods that promote the physical, intellectual, social and emotional development of young children. The series places equal emphasis on center-based and family childcare settings. The programs feature teachers and children interacting naturally, and lessons are reinforced through interviews with teachers, care providers, administrators, parents, and child care specialists. (30 minutes)

10. “Caring for School-Agers in Child Care Homes and Centers” – Assists child care centers and family homes in providing outstanding day care by examining ideas that have worked for experienced child care professionals. Provides examples of methods that promote the physical, intellectual, social and emotional development of young children. The series places equal emphasis on center-based and family childcare settings. The programs feature teachers and children interacting naturally, and lessons are reinforced through interviews with teachers, care providers, administrators, parents, and child care specialists. (30 minutes)

11. “Child Abuse: Prevention, Detection, and Management” – Identifies parents and children at high risk for child abuse and neglect. Discusses nursing responsibilities in the documentation and reporting of suspected cases of child abuse and neglect, and describes supportive services available to abusive parents. (29 minutes)

12. “Classroom Discipline” – Curwin and Mendler discuss classroom discipline, pointing out that children whose psychological and emotional needs are not met at school are very likely to become discipline problems. They argue that students can learn internal controls and self-responsibility when their teachers abandon coercive and adversarial roles. (30 minutes)

13. “Friendship, Gender, and Morality” – Discusses the stages of development in middle childhood (ages 6-12) especially mental, social, and emotional growth. (28 minutes)

14. “Promoting Health, Safety and Nutrition” – Assists child care centers and family homes in providing outstanding day care by examining ideas that have worked for experienced child care professionals. The programs provide examples of methods that promote the physical, intellectual, social and emotional development of young children. The series places equal emphasis on center-based and
family childcare settings. The programs feature teachers and children interacting naturally, and lessons are reinforced through interview with teachers, care providers, administrators, parents, and child care specialists. (30 minutes)

15. “Rivalry and Interdependence in Sibling Relationships” – Students learn about sibling rivalry, the effects of birth order and siblings as role models and helpers. Reviews the pros and cons of siblings as caretakers, as well as the way in which economics shape values in children. (28 minutes)


SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.
Kansas City Kansas Community College

21st Century General Education Learning Outcomes

Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.