



EARLY LEARNING AND CHILDCARE

COURSE OUTLINE – Fall 2021

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

Grande Prairie Regional College respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honoured to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

INSTRUCTOR:	Shelly Kelly, PhD	PHONE:	902-718-6910
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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: Completion of first year or consent of Department

REQUIRED TEXT/RESOURCE MATERIALS:

Caring for School-age Children, 2nd Canadian Edition (Click, Parker, & Stone-Zukowski, 2013).

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:

Discussion Forums: 10%
 Learning Activities: 10%
 Assignments: 80%

GRADING CRITERIA:

Please note that a pass grade for this course is a 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: Sept 1 – Dec 15

Unit One		Weeks 1-3
	Discussion Board	Sept 03
	Learning Activities	Sept 10
	Assignment	Sept 17
Unit Two		Weeks 4-6
	Discussion Board	Sept 24
	Learning Activities	Oct 1
	Assignment	Oct 08
Unit Three		Weeks 7-9
	Discussion Board	Oct 15
	Learning Activities	Oct 22
	Assignment	Oct 29
Unit Four		Weeks 10-12
	Discussion Board	Nov 5
	Learning Activities	Nov 12
	Assignment	Nov 19
Unit Five		Weeks 13-15
	Discussion Board	Nov 26
	Learning Activities	Dec 3
	Assignment	Dec 10

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 <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

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