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Early Care, Education and Family Studies (ECEP) 1662 School-Age Curriculum for Before and After School Programs/Theory (1 Unit) CSU

[formerly Early Childhood Education 1662; Early Childhood Education 48C]

Advisory: Eligibility for English 1500 strongly recommended

Total Hours: 16 hours lecture

Catalog Description: This course is designed for instruction in the methods and principles of teaching school-age children in before and after school programs. Emphasis is on the theoretical and historical foundations on which quality programs are built and curricula and environments are established. This course will cover different types of programs and approaches to before and after school care including the importance of establishing and anti-bias, respectful environment.

Type of Class/Course: Degree Credit

Text: (Individual Workbooks)

Bumgarner, Marlen and Mary Hoshiko Haughey. *Working with School Age Children*. 2nd ed.

Boston: Pearson. 2017. Print.

Additional Required Materials: None

Course Objectives:

By the end of the course, a successful student will be able to

1. provide appropriate models, guidance, and evaluation for adults working in a before or after school program in the elementary grades,
2. compare and contrast the developmental learning stages of elementary school children,
3. apply techniques for facilitating positive interactions between school-age children, parents, and other adults,
4. working in a school-age environment,
5. provide examples of sensitivity to and awareness of diversity in teachers, children, and families,
6. maintain a safe, healthy, and developmentally appropriate environment for school-age children,
7. demonstrate critical thinking and college level writing skills, and
8. evaluate and discuss the vocational skills needed in order to successfully care for children in a before or after school care program.

Course Scope and Content:

Unit I Theory and Developmental Foundations

- A. Cognitive, Behavioral and Psychoanalytic Theories
- B. Developmental Foundations, Issues and Challenges

- Unit II Awareness of Diversity Issues
- A. Understanding Culture
 - B. Understanding Diversity
 - C. Learning Styles and Ability
 - D. The Impact of SES and Home Life
 - E. Working with Families

- Unit III Practical Guidelines, Materials, and Activities for Implementing a Quality School-Age Child Care Program
- A. Curriculum
 - B. Instruction
 - C. Developing Appropriate Environments
 - D. Meeting Individual and Collective Needs
 - E. Working with Others

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 2 hour per week outside of the regular class time doing the following:

- 1. Designing and using activities from the workbooks
- 2. Completing required reading
- 3. Studying handouts

Methods of Instruction:

- 1. Films when available
- 2. Workshops
- 3. Visiting specialists
- 4. Class presentations
- 5. Readings and evaluations
- 6. Peer interactions

Methods of Evaluation:

- 1. Written assignments, including
 - a. journal entries
 - b. self-assessment inventory on class presentations
- 2. Skill demonstrations, including
 - a. presentations
- 3. Other examinations, including
 - a. essay
 - b. oral

Supplemental Data:

TOP Code:	130550: The School Age Child
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE