CHLDV137 : School Age Children In Child Care

General Information

Author:	• Michelle Stonis • Biancheri, Mary Jane • Owens, Deborah
Course Code (CB01) :	CHLDV137
Course Title (CB02) :	School Age Children In Child Care
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000081508
Curriculum Committee Approval Date:	06/12/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	06/12/2024
Course Description and Course Note:	CHLDV 137 is designed for students interested in working in before- and after-school programs for children aged 5-12.The course introduces school-age program philosophies and program types. Knowledge of developmental ages and stages is emphasized. This course includes designing developmentally appropriate and inclusive curriculum and experiences for school-age children and creating developmentally appropriate and inclusive environments.
Justification:	Mandatory Revision
Academic Career:	• Credit
Mode of Delivery:	No value
Author:	• Biancheri, Mary Jane
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	• Child Development/Early Childhood Education
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0

| Total | 54 |

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

CHLDV135 - Child Growth And Development (in-development)

Objectives
- Analyze major developmental milestones for children from birth through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
- Analyze how cultural, economic, political, historical contexts affect children's development.
- Compare and contrast various theoretical frameworks that relate to the study of human development, examine and evaluate the role of play and its relationship to development at various stages.
- Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.
- Differentiate characteristics of typical and atypical development at various stages.
- Analyze the importance of the early years, the interaction between maturational processes and social/environmental factors, and the effects on various areas of development.
- Explore contemporary social issues that impact children's development.

AND

Advisory

ENGL101 - Introduction to College Reading and Composition

Objectives
- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ESL151 - Reading And Composition V

<u>Objectives</u>
- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay that summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; and shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions;
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning
Methods of Instruction	Guest Speakers
Methods of Instruction	Presentations

Out of Class Assignments

- Essays (e.g., reflective essay responding to a specific reading assignment)
- Observation assignment (e.g., identification and observation of three different types of programs for school-age children and a summary of the similarities and differences between the programs)
- Projects (e.g., create a graphic representation of a developmentally appropriate and inclusive environment for a school-age child care program)
- Curriculum plans (e.g., develop curriculum plans appropriate for school-age children in child care or out-of-school programs)

Methods of Evaluation	Rationale
Exam/Quiz/Test	Final paper (e.g., an essay identifying the skills and experiences contributing to developing an effective teacher/caregiver in school-age childcare programs)
Exam/Quiz/Test	Midterm examination (e.g., a reflective assessment of knowledge and understanding gained from course content and examples of application and/or integration of the concepts learned)

Textbook Rationale

The Thelma Harms text is the gold standard in the field and does not have a contemporary replacement.

Textbooks

Author	Title	Publisher	Date	ISBN
Harms, Thelma	School-Age Care Environment Rating Scale	Teachers College	2013	807755095
Teresa M. McDevitt	Child Development and Education	Pearson	2024	ISBN-13: 9780137871506

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Identify alternative program options serving school age children outside of school time and analyze program goals and objectives as they relate to the needs and concerns of school age children and their families.

Assess programs serving school age children in child care.

Examine standards for quality school age care and the elements of professional preparation required in becoming effective caregivers in programs serving school age children.

SLOs

Examine the needs of school age children, their families and the community as they relate to before and after school care or out-of-school care.

Expected Outcome Performance: 70.0

CHLDV Master Teacher	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
	use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development
CHLDV Teacher (Preschool)	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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	use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development
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CHLDV School-Age Care	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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CHLDV Site Supervisor	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
	use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development
CHLDV Transitional Kindergarten Certificate	identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

School Age Children (6 hours)
- Developmental characteristics and milestones from age 5-12
- Child Care Programs for Children 5-12
- Developmentally appropriate practice in school age child care
- School age program quality and standards

The Physical Environment of a Program (4 hours)
- The importance of environments in supporting development
- Designing indoor spaces for school age care
- Designing outdoor spaces for school age care
- Children's role in planning, changing, and arranging the environment

Designing School Age Child Care Programs (10 hours)
- The role of the caregiver in school age child care programs
- Philosophies, goals and objectives
- Planning for cultural and linguistic diversity
- Planning for integrated curriculum
- Planning for health and safety
- Nutrition education and snack making
- Supporting social competence

Designing the Curriculum and Activities (13 hours)
- Responding to the needs of the whole child
- Planning culturally, individually and linguistically relevant curriculum
- The importance of planning, schedules and transitions
- Field trips, clubs and community involvement

School Age Child Care Curriculum (13 hours)
- The role of arts in supporting development
- Developmentally appropriate games
- Science and math in after school programs
- Language and literacy development
- Physical education

Home, School, and the Community (8 hours)
- Developing and maintaining relationships with families
- Developing and maintaining relationships with school site personnel
- Identifying community resources

Total hours: 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

No Value

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liason?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value