COURSE: SAC 101  |  EFFECTIVE DATE: Spring 2014  |  NEXT REVIEW DATE: Spring 2015

TITLE: Best Practices in School-Age and Youth Care Skills  |  CREDITS: 3  |  CLASS - LAB - TOTAL: 3 - 0 - 3

DESCRIPTION: This course introduces basic best practices of school-age and youth care skills for practitioners in out-of-school care environments.


MATERIALS (specifying those to be purchased by student): Textbook Keeping documents on hand is essential in the event of technology failure. It is highly recommended that you print the following items for your reference:

- This Syllabus
- Term Calendar
- Instructor Info

Please note, you MUST read and print this syllabus to gain access to the course. All items are hidden until the syllabus is opened. Once you complete this, reload the course page, and you will see the lessons open. You MUST complete the lessons for each module to get access to the weekly work. This is specifically made so students can get the information in the order they need to succeed.

CLASS MANAGEMENT ACTIVITIES (Attendance, tardies, testing, etc.):

ACADEMIC DISHONESTY:

NETC expects each student to earn his/her own success; if academic dishonesty occurs, disciplinary action will be taken. Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and falsification of information.

The first measure of discipline is the assignment of “0” or “F” for the affected test, paper or project, with explanation provided to the student. Faculty submits a written report of the offense to the Dean of Student Services. Repeat offenses of academic dishonesty will result in additional disciplinary actions. See Student Code and Grievance Procedures.

All work submitted to NETC must be the student’s original work. NETC uses Turnitin.com to detect for plagiarism. By enrolling in an online course, the student agrees that any submitted work can be checked for plagiarism. While the faculty at NETC understand that online learning can be challenging, Turnitin.com will be used for learning purposes. We encourage all students to check their work...
first, as permitted, to ensure the work is original. For more information, please see [http://www.plagiarism.org/plag-article-what-is-plagiarism.html](http://www.plagiarism.org/plag-article-what-is-plagiarism.html)

**ATTENDANCE/LESSONS:**
Students must attend a minimum of 80% of the meetings of each class in order to earn credit for the class. If students miss more than 20% of a class, the student will be dropped automatically by the instructor, and assigned a grade of “F”. Fall and Spring Semesters (15-week): You may not have more than three (3) absences. In summer and Mini-Mester classes (10-week): You may not have more than two (2) absences.

Course readings and assignments are the equivalent to class time within on ground classrooms. Therefore, students should expect to log on at least twice per week, spending at least 2.5 hours per week in the classroom, in a 15-week course, and four (4) hours per week in a 10-week course. While online classes are convenient, they are not a substitute for work a student would see at a “brick and mortar” classroom. Online courses offer flexibility; however, students must adhere to due dates. How the students break time down is their prerogative, as this is a guideline as to how time should be spent in the online classroom.

**NETIQUETTE:**
Northeastern Technical College encourages all opinions, perceptions, and freedom of thought and writing. NETC also does not tolerate disrespectful, spiteful, or derogatory writing. Please use Netiquette when posting, your grade partially depends on it.

See Netiquette Guidelines for more information. If link is unavailable, go to [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

**TESTING POLICY:**
Per NETC policy, at least one (1) exam/test/quiz must be taken at an NETC Campus or Satellite Campus. The instructor will announce details in the classroom.

**EXPECTATIONS FOR THE STUDENT:**
* visit the course site a minimum of two days per calendar week
* complete all assigned readings from text and other course related documents
* participate in classroom discussions
* use ‘netiquette’ when responding to others in the class
* submit all work in a timely manner
* complete all course work on your own unless otherwise instructed
* cite/document all non-original material as to not plagiarize others’ work (see section on Academic Dishonesty)

**DISABILITIES STATEMENT:**
The College does not discriminate on the basis of disability and, therefore, will provide reasonable accommodation to those who qualify. Students with disabilities have the opportunity to notify the College of the disability at the time of enrollment. Student Services will
notify faculty of those students who qualify by meeting documentation standards for accommodation for disabilities; they will also coordinate with faculty to develop accommodations. If a student who has not been identified requests accommodation, the instructor may provide assistance that is reasonable and not burdensome to the instructor or other students. If the request requires accommodation or financial obligations for the College, the instructor should immediately refer the situation to the Dean of Student Services.

**COURSE TOPICAL OUTLINE** (List topics and sub-topics of course) and **CALENDAR** of approximate length of time devoted to topic.

### TENATIVE COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Lesson</th>
<th>OBJECTIVES</th>
<th>Competencies and chapters</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Introductions</td>
<td>None</td>
<td>None</td>
<td>Post an introduction</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>The School Age Care Profession</td>
<td>1. Discuss the components of quality school age and youth programs 2. Identify the “5 Ws” of school-age children 3. Describe Ollhoff’s Generations Theory</td>
<td>8,9,10</td>
<td>Read Chapters 1 and 2  • The “5 Ws”  • The History of the Profession  • Ollhoff’s Generation Theory  • Quality of School Age Care</td>
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<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>The School Age Professional</td>
<td>1. Describe Professionalism 2. Identify characteristics of a school-age care professional 3. Demonstrate the ability to choose professional conduct 4. Identify local, state, and national organizations that support SA children and families</td>
<td>8,9,10</td>
<td>Read Chapters 1 and 2  • The School-Age Professional  • Code of Ethical Conduct for the School-Age professional</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Physical Development</td>
<td>1. Describe physical characteristics of school-age children 2. List the benefits of physical activity and play 3. Identify gross/fine motor skills 4. Explain how school-age staff can encourage motor development 5. Complete a model lesson plan that would encourage motor development in school-age children 6. List the elements of cooperative games</td>
<td>1,2,3</td>
<td>Read Chapters 9, 11, 12, and 13  • Factors affecting physical growth  • Physical/Motor characteristics and development  • Planning for physical fitness</td>
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<td>Post Discussion</td>
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<tr>
<td>4</td>
<td></td>
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<td></td>
<td>Complete the three posted assignments (worth 20 points each)</td>
</tr>
<tr>
<td>Week</td>
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</tbody>
</table>
| 5    | 2    | 2      | 1. Describe physical characteristics of school-age children  
2. List the benefits of physical activity and play  
3. Identify gross/fine motor skills  
4. Explain how school-age staff can encourage motor development  
5. Complete a model lesson plan that would encourage motor development in school-age children  
6. List the elements of cooperative games | 1,2,3  
Read chapters 9, 11, 12, and 13 | • Definition of value and play  
• Disappearance of recess  
• Cooperation vs. competition | Complete the two posted assignments (worth 25 points each) |
| 6    | 3    | 1      | 1. Define cognitive development  
2. Identify the theories of Jean Piaget, Lev Vygotsky, and Howard Gardner  
3. Describe the value of physical activity on brain development  
4. Define megacognition  
5. Identify the steps of the Scientific method | 2,8  
Read chapters 5 and 8 | • Cognitive theorists: Piaget, Vygotsky, and Gardner  
• Brain development  
• Definition of megacognition | Post Discussion |
| 7    | 3    | 2      | 1. Define literacy and Metalinguistic awareness  
2. List the four interrelated language arts skills  
3. Identify characteristics, strategies, and activities that encourage communication with school-age children | 2,8  
Read chapters 5 and 8 | • Definition and importance of Communication  
• Metalinguistics awareness and pragmatics  
• Helping children develop communication  
• Development of literacy listening | Exam #1 on Chapters 1, 2, 9, 11, 12, and 13 |
| 8    | 3    | 3      | 1. Define and list the characteristics of creativity  
2. Describe characteristics of right-brain vs. left-brain children  
3. Demonstrate creativity by using open-ended materials | 2,8  
Read chapters 5 and 8 | • Creativity  
• The brain and creativity  
• Planning for creative activities | Complete the three posted assignments (worth 40 points each) |
| 9    | 4    | 1      | 1. Define Social Development  
2. List characteristics of social competence  
3. List Ollhoff’s seven social skills  
4. Describe Erikson’s stages of Psychosocial development  
5. Identify the adult’s role in socialization | 2,5,7  
Read chapters 3, 6, and 9 | • Social Development  
• Erikson’s Theory of Social Development  
• Adult’s role in socialization | Exam #2 on Chapters 5 and 8  
Post Discussion |
<table>
<thead>
<tr>
<th>Week</th>
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<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 10   | 4    | 2      | 1. Define self-esteem  
2. Identify the importance of self-esteem  
3. Identify the adult’s role in helping children develop self-esteem  
4. Identify role of self-esteem in peer relations | 2,5,7  
Read chapters 5 and 8 | • Self and Self esteem  
• Importance of self-esteem  
• Helping children develop self esteem | Complete the two posted assignments (worth 50 points each) |
| 11   | 5    | 1      | 1. Define guidance, punishment, and natural/logical consequence  
2. Explain the difference in guidance and punishment  
3. List and describe conflict resolution techniques  
4. Outline strategies for supporting positive behavior in children  
5. Explain the role of modeling, instruction, and life experiences in the development of self-discipline | 5  
Review chapters 5 and 8 | • Guidance versus Punishment  
• Role of environment on behavior  
• Conflict resolution techniques  
• Setting expectations  
• Challenging Behaviors | Post Discussion |
| 12   | 5    | 2      | 1. Define Moral Reasoning  
2. Identify Kohiberg’s levels of moral development  
3. Explain gender differences in moral caring | 5  
Review chapters 5 and 8 | • Moral reasoning  
• Morality of caring and justice  
• The Heinz Dilemma | Complete the posted assignment worth 15 points  
Exam #3 on Chapters 3 and 6 |
| 13   | 6    | 1      | 1. List common developmental and generational fears of children  
2. Describe Maslow’s Hierarchy of needs  
3. Explain how SAC staff can help children cope with fears  
4. Recognize symptoms of child abuse and neglect  
5. Explain ways staff can build partnership with parents to benefit children | 1,4  
Read chapters 7, 14, and 15 | • Fears and concerns of today’s children  
• Family and Community issues  
• Child abuse and neglect  
• Gender related issues  
• Children’s use of tobacco, alcohol and drugs  
• Developing partnerships with parents  
• Parent/staff communication STEM | Post Discussion  
Complete the posted assignment worth 40 points |
<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Lesson</th>
<th>OBJECTIVES</th>
<th>Competencies and chapters</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 14   | 7    | 1      | 1. Recall the three dimensions of the environment  
2. State the general guidelines for planning indoor and outdoor space  
3. Evaluate and choose an appropriate physical environment for SA children  
4. Describe an appropriate physical environment for SA children | 3,4,6 | • Physical Environment  
• Accessibility  
• Temporal Environment  
• Homework dilemma | Post Discussion  
Complete the two posted assignments (worth 25 and 30 for 55 total points) |
|      | 7    | 2      | 1. Discuss procedures for keeping the environment safe and healthy  
2. List ways to teach children about health and safety  
3. Examine the symptoms of child abuse and discuss reporting  
4. Identify stressors and ways to manage stress | 3,4,6 | • A safe and healthy environment  
• Maltreatment of children  
• Stress in children and adults | Exam #4 on chapters 4, 7, 10, 14, 15, and 16 |

**LEARNING OUTCOMES/OBJECTIVES OF COURSE:** Upon successful completion of SAC 101, the student will demonstrate:

1. knowledge to coordinate space, time, and materials to plan developmentally appropriate experiences that encourage school-age children and youth’s play, exploration, and learning.
2. knowledge of the principles of child growth and development to serve as a foundation for working effectively with school-age children and youth.
3. knowledge to provide a safe school-age care environment for children and youth.
4. knowledge to provide a healthy environment and promote the development of good health habits.
5. knowledge about strategies for establishing and maintaining positive and productive situations in which school-age children and youth can exhibit self-control and interact.
6. knowledge about strategies for establishing and maintaining positive and productive relationships with families.
7. knowledge of strategies to adapt school-age care programs to meet the diverse needs and differing abilities of school-age children and youth.
8. knowledge to advocate for quality in school-age care programs and take advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of families, children, and youth.
9. knowledge of ways to utilize community resources to assist school-age care children and youth with diverse abilities, their families, and school-age care professionals.
10. knowledge of national, state, and local standards, policies, regulations, and laws that are applicable to school-age care program.
INSTRUCTIONAL METHODS TO COMPLETE OBJECTIVES:
This course will be taught using lectures, textbook readings, assignments, discussions, and exams.

EVALUATIVE METHODS TO APPRAISE OBJECTIVES:
Due Dates for Weekly Modules and Late Policy: All work submitted to your instructor is due no later than Sunday at 11:59pm of the designated week, except initial discussion posts, which are due on Thursdays by 11:59pm. This is so others can respond to your post by Sundays. Late assignments will lose 20% of the grade if submitted within one week of the deadline. No work is accepted after that week, as it is essential that students keep up with the course material. See attendance policy for more details.

Exams: There are four quizzes. They consist of multiple choice questions. All exams are open note, open book. Exams are to be taken online during the week specified, unless otherwise discussed. This is an online course. No paper quizzes will be given nor will any exam scores be dropped.

EXAM 4

In order to comply with SACS standards regarding academic integrity in online learning, NETC requires all online classes to have at least one exam, project, or paper completed in a proctored setting. This setting may be administered in the Success Center, at any of the satellite campuses, or at an approved off-campus site. **The fourth exam must be proctored.**

Lessons: Each week a lesson is posted that aids you in material for the week.

Assignments: There are various assignments in the class. A superior assignment demonstrates breadth and depth of knowledge, and critical thinking appropriate for the level of scholarship (in this case 100 level). The assignments should be free of typographical, spelling, and grammatical errors. Since each assignment is at a different point level, more detail is discussed in each tab.

Discussions/Participation: Each week students will find several different postings as part of students' learning process. Students must make an initial posting (by Thursday) and at least two responses to other students by Sunday (hence, at least three total posts a week). Students can provide multiple responses to the same question after students' initial response, but it is usually better to engage in discussion of more than one question, where possible. The length of students' initial posting and students' responses should aim to be 150 words and 75 words respectively; however, each instructor reserves the right to increase or decrease this number with notice. In general, students should not exceed five (5) or six (6) postings per discussion session, although it is never wrong if students take the extra initiative.
Grade Weights

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (4 @ 100 points)</td>
<td>400 points</td>
</tr>
<tr>
<td>Assignments (point values vary by unit)</td>
<td>440 points</td>
</tr>
<tr>
<td>Participation (8 @ 20 points)</td>
<td>160 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>930 – 1000 points</td>
<td>A</td>
</tr>
<tr>
<td>850 – 929 points</td>
<td>B</td>
</tr>
<tr>
<td>750 – 849 points</td>
<td>C</td>
</tr>
<tr>
<td>690 – 749 points</td>
<td>D</td>
</tr>
<tr>
<td>&lt;689 points</td>
<td>F</td>
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</tbody>
</table>

Grading Rubric: Discussions will be graded on the following rubric in Moodle (for a total of 100%, which converts to out of 10 points):

Discussion Rubric - Depth of Responses

<table>
<thead>
<tr>
<th>No posts or item is not present</th>
<th>Posts simply “agree”</th>
<th>Postings – to each discussion question</th>
<th>Contributions – to each discussion question and responses – are thoughtful, original, and have some synthesis, analysis and evaluation of topic</th>
<th>Contributions – to each discussion question and to classmates – are thoughtful, include original evaluation, synthesis or analysis of the topic on the discussion board</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td>20 points</td>
<td>25 points</td>
<td>30 points</td>
<td>35 points</td>
</tr>
<tr>
<td>Knowledge and Originality</td>
<td>Posting(s) add little new knowledge/content, show no originality.</td>
<td>Posting(s) add some new content/knowledge, show some originality.</td>
<td>Posting(s) add significant new knowledge/content showing synthesis and originality.</td>
<td>Posting(s) bring unique new knowledge/content with insightful synthesis that adds value and originality.</td>
</tr>
</tbody>
</table>
### Grammar and Spelling

<table>
<thead>
<tr>
<th>No posts or item is not present</th>
<th>Difficulty understanding posts due to significant and pervasive grammatical, mechanical writing errors in postings</th>
<th>Understandable but with some difficulty due to frequent errors</th>
<th>Clear and understandable but may contain minor (insignificant) errors <em>(e.g., capitalization, punctuation)</em></th>
<th>Contributions – are clear and concise Contributions are mechanically and grammatically correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td>15 points</td>
<td>18 points</td>
<td>22 points</td>
<td>25 points</td>
</tr>
</tbody>
</table>

### Responses to others

<table>
<thead>
<tr>
<th>No responses or item is not present</th>
<th>Student did not meet expectations</th>
<th>Student attempted to meet expectations, but answered in short answers, not adding to discussion. <em>(i.e. simply Good post, I agree, etc.)</em></th>
<th>Student met expectations, but did not exceed requirements in adding to the conversation.</th>
<th>Student exceeded expectations of responses and added to conversation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td>8 points</td>
<td>10 points</td>
<td>13 points</td>
<td>15 points</td>
</tr>
</tbody>
</table>