



Course Information

Course Title	Child Guidance
Course Prefix, Num. and Title	CDEC 1319 – Child Guidance
Division	Technology & Business
Department	Education / Early Childhood
Course Type	WECM Course
Course Catalog Description	An exploration of guidance strategies for promoting pro-social behaviors with individual and groups of children. Emphasis on positive guidance principles and techniques, family involvement, and cultural influences.
Pre-Requisites	None
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:3:0
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Prepared by:		
Department Head:		
Division Chair:		
Dean/VPI:		
Approved by CIR:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

1. Teacher's Role in Guiding Children
2. Theoretical Foundations of Child Guidance;
3. Understand Child Development (birth-grade 6): A Key to Guiding Children Effectively
4. Supportive Physical Environments: Indirect Guidance
5. Positive Guidance and Discipline Strategies
6. Direct Guidance
7. Self-Esteem and Moral Identity
8. Feelings and Friends: Emotional and Social Competence
9. Resilience and Stress in Childhood
10. Aggression and Bullying in Young Children
11. Minimizing Challenging Behavior
12. Guiding Children During Routines and Transitions
13. Use the Decision-Making Model of Child Guidance

Students will participate in 6 hours of observation in programs outside of class. These visits will be analyzed in written form and will be discussed in class to apply the principles governing positive child guidance.

National Association for the Education of Young Children (NAEYC) Standards measured in this course:

1. Promoting child development and learning
2. Teaching and learning
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

1. Describe theories related to child guidance (Erikson, Freud, Vygotsky, Behaviorism, Glasser, Bandura's Social Learning Theory).
2. Explain how guidance promotes autonomy, self-discipline, and pro-social skills in children.
3. Identify familial and cultural influences on child guidance
4. Apply appropriate guidance techniques.
5. Communicate thoughts, ideas, information, and messages in writing in a weekly journal (or online discussion post if section is online).
6. Participate in 6 hours of observation in programs outside of class. These visits will be analyzed in written form and will be discussed in class to apply the principles governing positive child guidance.

Methods of Assessment:

- 1., 2, 3, 4, and 6. Written summaries and analyses of observations in a variety of early childhood programs- students will analyze and assess the level of developmentally appropriate child guidance during 6 hours of observation in programs for children birth-grade 6 and after school programs for children up to age 12 (graded by a rubric with 70 indicating mastery)
- 2, 3, 4. a) A written statement about student's personal plan for implementing positive child guidance (grade of 70 indicates mastery)

4. b) A collection of 5 finger-play or other transition activities geared to one age group and 5 quality literature books summaries for children ages 3-8 years on pro-social skills or emotional intelligence topics. (These will be graded by a rubric and students must make a minimum grade of 70.)

1, 2, 3, 4, 5, 6. In-class assignments and instructor-made mid-term, final, and other tests deemed necessary. The midterm exam must include at least one essay question to assess higher levels of Bloom's Taxonomy (minimum grade of 70 indicates mastery)

5. In-class journal entries or online discussion posts factored into the attendance/ participation grade

Required text(s), optional text(s) and/or materials to be supplied by the student:

Marion, M. (most recent edition). Guidance of Young Children. Pearson: Boston, MA.

AND

Bredcamp, S. & Coppel, C.(most recent edition). Developmentally appropriate practice in early childhood programs. NAEYC: Washington, DC.

Suggested Course Maximum:

35

List any specific or physical requirements beyond a typical classroom required to teach the course.

Students will participate in 6 hours of observation in programs outside of class.

Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Students will attend class, participate in class discussions, and take tests as assigned to cover course content. Students will write a personal statement of positive child guidance techniques. Students will complete 6 hours of observation in approved programs for children. They will record their observations, analyzing the environment, the curriculum and materials, and the teacher's interactions with children as they relate to the principles of positive child guidance discussed in the course.

Grading system:

10% Attendance and class participation; weekly, in-class journal entries or

50% Midterm, final, and or other quizzes deemed necessary. The midterm exam must include at least one essay question to assess higher levels of Bloom's Taxonomy.

20% Observation summaries and analyses

10% Collection of 5 transition activities, rhymes, or finger plays and 5 quality literature books on pro-behavior or emotional intelligence topics.

10% Written student position statement-personal plan of positive child guidance

Grading Scale:

A: 100-90

B: 89-80

C: 79-70

D: 60-69

F: 59 and below (does not pass course requirements)

Curriculum Checklist:

Administrative General Education Course (from ACGM, but not in WCJC Core) – No additional documents needed.

Administrative WCJC Core Course. Attach the Core Curriculum Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

WECM Course -If needed, revise the Program SCANS Matrix and Competencies Checklist