Course Title – Child Guidance  
Course Prefix and Number – CDEC 1319  
Department – Education/Early Childhood  
Division – Technology and Business  
Course Type: (check one)  
☐ Academic General Education Course (from ACGM – but not in WCJC Core)  
☐ Academic WCJC Core Course  
☒ WECM course (This course is a Special Topics or Unique Needs Course: Y ☒ or N ☐)  

Semester Credit Hours #: Lecture Hours #: Lab/Other Hours #: 3:3:0  
Equated Pay Hours for Course - 3  

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.  

Prerequisites/Co-requisites - none  

Prepared by Barbara S. Lynn Date: 06-19-2015  
Reviewed by Department Head Barbara S. Lynn Date 06-19-2015  
Accuracy verified by Division Chair David Kucera Date 07/10/2015  
Approved by Dean or Vice President of Instruction Leigh Ann Collins Date 12/3/15  

Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.
I. **Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, 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

II. Course Learning Outcomes

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<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Methods of Assessment</th>
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<tr>
<td>Upon successful completion of this course, students will:</td>
<td>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)</td>
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<tr>
<td>1. Describe theories related to child guidance (Erikson, Freud, Vygotsky, Behaviorism, Glasser, Bandura’s Social Learning Theory)</td>
<td>2. 3. 4. a) A written statement about student’s personal plan for implementing positive child guidance (grade of 70 indicates mastery)</td>
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<td>2. Explain how guidance promotes autonomy, self-discipline, and pro-social skills in children</td>
<td>4. b) A collection of 12 finger-play or other transition activities geared to one age group. (These will be graded by a rubric and students must make a minimum grade of 70.)</td>
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<td>3. Identify familial and cultural influences on child guidance</td>
<td>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)</td>
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<td>4. Apply appropriate guidance techniques.</td>
<td>5. In-class journal entries or online discussion posts factored into the attendance/participation grade</td>
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<td>5. Communicate thoughts, ideas, information, and messages in writing in a weekly journal (or online discussion post if section is online).</td>
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<tr>
<td>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.</td>
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End-of-Course Outcomes: Describe theories related to child guidance; explain how guidance promotes autonomy, self-discipline, and pro-social skills; identify familial and cultural influences on child guidance; and apply guidance techniques.

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Most recent editions of:


AND

IV. Suggested Course Maximum - 35

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

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

VI. 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 discussion posts (in an online course)
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 transition activities, rhymes, or finger plays
10%-Written student position statement—personal plan of positive child guidance.

A: 100-90   B: 89-80   C: 79-70   D: 60-69   F: 59 and below

VII. Curriculum Checklist

☐ - Academic General Education Course (from ACGM – but not in WCJC Core)  
  No additional documentation needed

☐ - Academic WCJC Core Course  
  Attach the Core Curriculum Checklist, including the following:  
  • Basic Intellectual Competencies  
  • Perspectives  
  • Exemplary Educational Objectives

☒ - WECM Courses  
  If needed, revise the Program SCANS Matrix & Competencies Checklist.