

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.

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 hrs.

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. Practical application through direct participation with children.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 10 hrs. observation

Prerequisites/Co-requisites None
Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/25/09
Department Head Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/25/09
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Vice President Dr. Ty Pate <i>Deean</i>	Signature <i>LAC</i>	Date 7-22-09



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):

- Summarize theories related to child guidance (Erikson, Freud, Vygotsky, Behaviorism, Glasser, Bandura's Social Learning Theory)
- Explain how appropriate guidance promotes autonomy, self-discipline, and life-long social skills in children
- Recognize the impact and influence of families and culture in guiding children
- Promote development of positive self-concept and pro-social behaviors in children
- Apply appropriate guidance techniques to specific situations relating to children's behaviors
- Demonstrate skills in helping children resolve conflicts.
- Students will participate in 10 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. Observing, documenting, and assessing to support young children and families
3. Teaching and learning
4. Becoming a professional

II. Course Learning Outcomes

Course Outcomes	Method of Assessment
<p>1. Using theories related to child guidance and developmentally appropriate guidelines, students will analyze, assess, and apply appropriate guidance techniques to specific situations relating to children's behaviors and demonstrate skills in helping children resolve conflicts.</p> <p>2. Using theories of child development and developmentally appropriate practices (as defined by the National Association for the Education of Young Children—NAEYC), students will articulate their personal plan for implementing positive child guidance and discipline techniques with a specific age group (selected from infants-grade 6)</p> <p>3. Students will explain how appropriate guidance promotes autonomy, self-discipline, and life-long social skills in children.</p> <p>4. Students will articulate the impact and influence of culture and family background in guiding the behavior of young children.</p>	<p>1. 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 10 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)</p> <p>2. a) A written statement about student's personal plan for implementing positive child guidance (grade of 70 indicates mastery)</p> <p>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.)</p> <p>3. In-class assignments and instructor-made tests (minimum grade of 70 indicates mastery)</p> <p>4. In-class assignments and instructor-made tests (minimum grade of 70 indicates mastery)</p>

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

Marion, M. (2007). *Child guidance*. Prentice-Hall: Upper Saddle River, NJ. ISBN 13: 9780131545304

Bredecamp, S. & Coppel, C. (2009). *Developmentally appropriate practice in early childhood programs (3rd ed.)*. NAEYC: Washington, DC. ISBN 13: 9781928896647

IV. Suggested Course Maximum – 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
None

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 10 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

50%-Tests and or quizzes

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.

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**
Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist