

Course Outline of Record

1. Course Code: ECE-017
2.
 - a. Long Course Title: Child Guidance
 - b. Short Course Title: CHILD GUIDANCE
3.
 - a. Catalog Course Description:

This course presents a developmentally appropriate approach to the guidance of children, including children with special needs. Effective guidance techniques, effective communication and working with children in groups will be covered. The role of and collaboration with family as a means to effective guidance will be covered. This course is intended for teachers and professionals who work with children in a variety of settings.
 - b. Class Schedule Course Description:

Presents a developmentally appropriate approach to the guidance of children, including children with special needs. Effective guidance techniques, working with families and effective communication will be covered. Intended for teachers and professionals working with children in a variety of settings.
 - c. Semester Cycle (if applicable): N/A
 - d. Name of Approved Program(s):
 - CHILD AND ADOLESCENT DEVELOPMENT Associate in Arts for Transfer Degree (AA-T)
 - EARLY CHILDHOOD EDUCATION AS Degree for Employment Preparation
 - EARLY CHILDHOOD EDUCATION MASTER TEACHER Certificate of Achievement
 - EARLY CHILDHOOD EDUCATION TEACHER Certificate of Achievement
 - ECE SITE SUPERVISOR Certificate of Achievement
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 35 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)

 Advisory: ECE 010 and
 Advisory: ENG 061
6. Textbooks, Required Reading or Software: *(List in APA or MLA format.)*
 - a. Marion, M. (2015). *Guidance of Young Children* (9th /e). Upper Saddle River, NJ Pearson. ISBN: 9780133427226
 College Level: Yes
 Flesch-Kincaid reading level: 10.3
 - b. Gartrell, D. (2017). *Guidance for Every Child Teaching Young Children to Manage Conflict* (1st/e). St. Paul, MN Redleaf Press. ISBN: 9781605545370
 College Level: Yes
 Flesch-Kincaid reading level: 19.0
7. Entrance Skills: *Before entering the course students must be able:*
 - a.

Students must be able to read and write at a Freshman college level.

 - ENG 061 - Use theses to organize paragraphs into coherent analyses.
 - ENG 061 - Demonstrate the ability to think critically and express ideas using various patterns of development.

- ENG 061 - Recognize features of style such as purpose, audience and tone integrate these elements into academic and professional writing.
- ENG 061 - Demonstrate the ability to use research skills including library resources such as books, periodicals, electronic databases and online resources such as the internet.
- ENG 061 - Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.

b.

Students need a working knowledge of child and adolescent developmental theories.

- ECE 010 - Examine and discuss major theories of child development.
- ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

8. Course Content and Scope:

Lecture:

1. Explain the adult role in guiding children.
2. Understanding child development as a means to effective guidance.
3. Discuss the role of the physical environment and the social environment in shaping children's behaviors.
4. Using observation to inform practices.
5. Demonstrate positive guidance strategies as a means to prevent misbehavior.
6. Outline effective communication skills when speaking to children and families.
7. Explain the role of special needs and diversity and their influences on behavior.
8. Research special topics in relationship to behavior and report on ways to mediate outside influences: i.e. bullying, child abuse, family stress.
9. Review various developmental theories and assess for the impact on the development of social and emotional skills in children.
10. Create a philosophy of effective guidance.

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:

1.
Compare and contrast various developmental theories, expert advice, and scientific insights to deepen understanding of children's development and professional roles in supporting optimal social and emotional development.
2.
Apply knowledge of typical and atypical development of young children in all domains to the guidance of young children.
3.
Analyze special topics in child guidance and demonstrate an understanding of the unique needs of children in such circumstances.
4.
Demonstrate an understanding of the ways in which cultural norms influence behaviors and expectations, and consequently, shape children's development.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Analyze and choose the appropriate developmental strategy using developmental theories, expert advice, and brain research to justify choices, when dealing with children's behaviors.
- b. Show consideration for children's developmental level and unique needs when creating an action plan for guidance, adjusting for culture and individual family needs.
- c. Describe the role that culture plays in the behavior of children and demonstrate application of that understanding in both role play and contextual circumstances.
- d. Create an action plan and resource file for dealing with special topics related to guidance, such as, aggression, bullying, child abuse and neglect.
- e. Present personal philosophy of child guidance that demonstrates an understanding of the individual nature of child development, as an addition to a professional portfolio.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Activity
- b. Collaborative/Team
- c. Discussion
- d. Distance Education
- e. Journal
- f. Observation
- g. Participation

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 54.00

Outside Class Hours: 108.00

a. Out-of-class Assignments

1. Observation of three classrooms: one preschool, one first grade and one with special needs or dual-language learners. Create a comparison chart of strategies the teachers used to guide behavior.
2. Create a philosophy of guidance to include in the student's portfolio.
3. Read text and other assigned articles. View videos as assigned.
4. Examine popular TV shows for examples of healthy, nurturing adult/child interactions.
5. Write a historical paper of four memories of behavior guidance by parents or caregivers, two that are related to behavior guidance and two that are related to pleasant or pleasurable interactions. Reflect on the adult and child perspectives of each interaction.
6. Examine the role of physiological reactions to stress for children and for adults and the impact on child behavior and adult reactions.

b. In-class Assignments

Group discussions. Journals. Poster sessions. Videos. Small group activities. Quizzes. Role play activities. Reflections.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Guided/unguided journals
- Portfolios
- Field/physical activity observations
- Presentations/student demonstration observations
- Group activity participation/observation
- True/false/multiple choice examinations
- Student participation/contribution

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C5 – Personal Growth and Development

Interact with individuals and within groups with integrity and awareness of others' opinions, feelings, and values.

Recognize and value the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging.

IO - Global Citizenship - Ethical Behavior

Appreciate the complexity of global relationships between self and others, as well as self and the environment.

Integrate universally accepted values such as honesty, responsibility, respect, fairness, courage and compassion into judgments and decision-making.

Exhibit respect for self and others.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
CSU	CSU San Bernardino	HD 281	Guidance of Young Children	2014

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
------------------	---------------	------------

19. Provide Reasons for the Substantial Modifications or New Course:

2-year periodic review

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
 b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000563072
- b. T.O.P. Code [CB03]: 130500.00 - Child Development/Early C
- c. Credit Status [CB04]: D - Credit - Degree Applicable
- d. Course Transfer Status [CB05]: A = Transfer to UC, CSU
- e. Basic Skills Status [CB08]: 2N = Not basic skills course
- f. Vocational Status [CB09]: Clearly Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: *N/A*
- j. Course Prior to College Level [CB21]: Y = Not Applicable
- k. Course Noncredit Category [CB22]: Y - Not Applicable
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): CHILD AND ADOLESCENT DEVELOPMENT,EARLY CHILDHOOD EDUCATION,EARLY CHILDHOOD EDUCATION MASTER TEACHER,EARLY CHILDHOOD EDUCATION TEACHER,ECE SITE SUPERVISOR

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 35

Third Year: 35

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

We would be able to use the current journal subscriptions for this course, it will align with both ECE and Psychology.

28. Originator Donna Marie Greene

Origination Date 09/19/17