

CDE 227: CHILD GUIDANCE

Date Submitted: Fri, 08 Feb 2019 20:18:13 GMT

Formerly known as:

ECE 017 (or if cross-listed - inactivated courses associated with this course)

Originator

dgreene

Justification / Rationale

Periodic Review - Change Course Numbering System

Effective Term

Fall 2020

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

227

Full Course Title

Child Guidance

Short Title

CHILD GUIDANCE

Discipline**Disciplines List**

Child Development/Early Childhood Education

Modality

Face-to-Face

100% Online

Hybrid

Catalog 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.

Schedule 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. Advisory: CDE 101 & ENG 001A

Lecture Units

3

Lecture Semester Hours

54

Lab Units

0

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

Advisory: CDE 101 & ENG 001A

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Marion, M.

Title

Guidance of Young Children

Edition

9th

City

Upper Saddle River, NJ

Publisher

Pearson

Year

2015

College Level

Yes

Flesch-Kincaid Level

10.3

ISBN #

9780133427226

Resource Type

Manual

Author

Gartrell, D

Title

The Power of Guidance: Teaching Social Emotional Skills in the Early Childhood Classroom

Publisher

National Association for the Education of Young Children

Year2013-01-01

Class Size Maximum

35

Entrance Skills

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

Requisite Course Objectives

ENG 001A-Write essays with arguable theses and evidence from different types of sources.

ENG 001A-Read, analyze, and interpret varied texts (e.g., literary, digital, visual).

Entrance Skills

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

Requisite Course Objectives

CDE 101-Summarize developmental stages and milestones.

CDE 101-Differentiate characteristics of typical and atypical development.

CDE 101-Evaluate the influence of multiple contexts on children's development.

Course Content

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.

Course Objectives

	Objectives
Objective 1	Analyze and choose the appropriate developmental strategy using developmental theories, expert advice, and current research to justify choices, when dealing with children's behaviors.
Objective 2	Show consideration for children's developmental level and unique needs when creating an action plan for guidance, adjusting for culture and individual family needs.
Objective 3	Describe the role that culture plays in the behavior of children and demonstrate application of that understanding in both role play and contextual circumstances.
Objective 4	Create an action plan and resource file for dealing with special topics related to guidance, such as, aggression, bullying, child abuse and neglect.
Objective 5	Present personal philosophy of child guidance that demonstrates an understanding of the individual nature of child development, as an addition to a professional portfolio..

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 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.
Outcome 2	Apply knowledge of typical and atypical development of young children in all domains to the guidance of young children.
Outcome 3	Analyze special topics in child guidance and demonstrate an understanding of the unique needs of children in such circumstances.

Outcome 4 Demonstrate an understanding of the ways in which cultural norms influence behaviors and expectations, and consequently, shape children's development.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Discussion	Explore family of origin to current family structures, compare with classmates.
Collaborative/Team	Visit a family resource center or family support agency to learn about services and present to class.
Activity	Apply course materials to case studies.
Participation	View a film on family dynamics and compare and contrast theories, science and expert advice with real-life scenarios from class discussions.
Observation	Interview of a parent within a different family structure than the students' family of origin.
Journal	Examine own parenting experiences with experiences of being parented. Weekly reflective journal activity.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Reading reports	Students will read the text and other assigned articles weekly and may either complete quizzes or reflections about the readings.	Out of Class Only
Student participation/contribution	Students may complete assignments in pairs or small groups. Some work will be completed in class and then continued out of class to complete.	In and Out of Class
Group activity participation/observation	Students may complete in class role play and small group discussions. Out of class observations of children and adults may be used to view the theories in action.	In and Out of Class
College level or pre-collegiate essays	Students will complete essays using research evidence following observations of adults and children.	Out of Class Only
Product/project development evaluation	Students will create games to play with children and adults to assist children with learning social and emotional skills. Students will create the games at home and share them in class.	In and Out of Class
Reading reports	Students will choose books from a list provided by the instructor. They will read and then create a book review to share with the class.	Out of Class Only
Other	Students will create a Social Story for a child. They will present the social story to the child and then will share the results with class.	Out of Class Only

Assignments

Other In-class Assignments

1. Group discussions.
2. Journals.
3. Poster sessions.
4. Small group activities.
5. Role play activities.

Other Out-of-class Assignments

1. Create a philosophy of guidance to include in the student's portfolio.
2. Read text and other assigned articles. View videos as assigned.

3. Examine popular TV shows for examples of healthy, nurturing adult/child interactions.
4. 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.
5. Examine the role of physiological reactions to stress for children and for adults and the impact on child behavior and adult reactions.

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

70

On-campus %

30

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?

Demonstration of guidance techniques. Role playing and game demonstration, while they can be completed in a fully online class, are best completed in a face to face session.

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

Virtual video sessions using Flip Grid and other learning apps may be used. Will be integrated into the LMS so students will only log into the LMS.

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

Video chat and discussion has been shown to build community and enhance student engagement in the course.

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Timely feedback and return of student work as specified in the syllabus

Discussion forums with substantive instructor participation

Chat room/instant messaging

Regular virtual office hours

Private messages

Video or audio feedback

Weekly announcements

External to Course Management System:

Direct e-mail

E-portfolios/blogs/wikis

Listserves

Posted audio/video (including YouTube, 3cm mediasolutions, etc.)

Synchronous audio/video

Telephone contact/voicemail

For hybrid courses:

Scheduled Face-to-Face group or individual meetings

Field trips

Orientation, study, and/or review sessions

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Face to Face meetings and field trips will not be used in lieu of regular effective contact as they are too few in number. The face to face sessions will serve to orient students to the course shell and to provide opportunities for in class presentations by the students.

Other Information

Comparable Transfer Course Information

University System

CSU

Campus

CSU San Bernardino

Course Number

HD 281

Course Title

Guidance of Young Children

Catalog Year

2014

Rationale

Students transferring to CSUSB in either Human Development or ECE would be able to use this course to meet a lower division requirement for transfer.

COD GE

C2 - Social and Behavioral Science

C5 - Personal Growth and Development

MIS Course Data

CIP Code

19.0706 - Child Development.

TOP Code

130510 - Child and Adolescent Development

SAM Code

D - Possibly Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to both UC and CSU

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

ECE_CommitteeMinutes March 14 2018.pdf

Approvals**Curriculum Committee Approval Date**

10/01/2019

Academic Senate Approval Date

10/10/2019

Board of Trustees Approval Date

11/13/2019

Chancellor's Office Approval Date

12/09/2019

Course Control Number

CCC000609925

Programs referencing this course

Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)

Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=132/>)

Elementary Teacher Assistant Special Education Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=133/>)

Child and Adolescent Development AA-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=194/>)

Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=132/>)

Elementary Teacher Assistant Special Education Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=133/>)

Child and Adolescent Development AA-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=194/>)