

ACC Child Care & Development Dept.
CDEC 1419-Child Guidance
Master Syllabus

Course Description: A summary of general theories related to child guidance and how guidance teaches young children autonomy and self-discipline, while promoting development of positive self-concept and pro-social behaviors. Three hours per week of supervised fieldwork with young children is required. This course is offered only during the Spring Semesters. (Formally CDP 1624) (4-3-3)

Prerequisites: CDEC/TECA 1311 (CDP 1214) and Fundamentals of Reading (DEWR 0303) and Fundamentals of Writing (DEVR 0403) or satisfactory score on appropriate placement test.

Co-requisites: Reading Skills I (DEVR 1303) and Writing Skills I (DEVW 1403) or satisfactory score on appropriate placement test.

Required Text: Current edition of *Guidance of Young Children*, Marian Marion; Prentice Hall Publishers.

Instruction Methodology: Classroom discussion, role playing, small group work, videos, and lectures are all used in this course to reach instructional objectives.

Course Rationale: The purpose of this course is to present child guidance theories and concepts, and to allow students to practice in an applied setting.

NAEYC Standards:

All coursework in ACC's Child Development Department include student learning opportunities and outcomes that address the National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation in Associate Degree Programs. The Standards intentionally cover areas of professional preparation that are required to be sure that all young children will receive the kind of early education they need and deserve. Following are the Standards which are included in your coursework:

STANDARD 1: Promoting Child Development And Learning

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

STANDARD 4: Teaching And Learning

4a: Knowing, understanding, and using positive relationships and supportive interactions

4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education

4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Course Objectives:

1. Summarize theories related to child guidance.
 - a. Outline a variety of guidance techniques to use with different age children based on developmental needs and abilities.
 - b. List characteristics of positive interactions and supportive relationships with children at different stages of development.
 - c. Contrast positive and negative forms of guidance.
 - d. Summarize children's social development.

2. Explain how appropriate guidance promotes autonomy, self-discipline and life-long social skills in children.
 - a. Describe development of self-concept and self-esteem.
 - b. Discuss the process of emerging self-discipline.
 - c. List positive social behaviors which should be encouraged in classroom settings.
 - d. Explain how positive guidance promotes growth and development.
 - e. Describe development of moral competence in children.
 - f. Explain the role of indirect guidance techniques in classroom management.

3. Recognize the importance of families and culture in guiding children.
 - a. Discuss anti-bias curriculum goals.
 - b. Describe how cultural differences affect guidance.
 - c. Discuss the role of culture in children's interactions and responses to conflict.
 - d. Describe the importance of working with parents to solve guidance issues.
 - e. Discuss family issues which may influence children's behaviors and ways to assist children in coping with these stressful or frightening situations.

4. Promote development of positive self-concept and prosocial behaviors in children.
 - a. Discuss how a teacher's guidance techniques affect children's self-esteem.
 - b. Demonstrate techniques teachers can use to facilitate positive social interactions among children.

5. Apply appropriate guidance methods to specific situations relating to children's behaviors.
 - a. Observe and record children's behavior using anecdotal records.
 - b. Give examples of individualized behavior plans that classroom teachers may be given to implement with children with special needs.
 - c. Demonstrate appropriate ways of communicating with children (e.g., active listening, "I" messages, positive statements, etc.).
 - d. Use developmentally appropriate group management strategies to provide an atmosphere that enhances learning.
 - e. Provide environments and learning experiences that promote development of children's trust, autonomy (e.g., decision-making, self-assessment and self-help skills, etc.), initiative, industry and identity.
 - f. Demonstrate skills in classroom management and guidance techniques as they relate to common problem behaviors (e.g., biting, hitting, tantrums, inappropriate language, high activity level, etc.).
 - g. Recognize true problem behaviors and identify professional resources for specific developmental or family needs.

6. Demonstrate skills in helping children resolve conflicts.
 - a. Support a classroom culture that fosters trust, caring, cooperation, responsibility and leadership.
 - b. Implement principles of conflict resolution.
 - c. Demonstrate teamwork skills when guiding children.

SCANS Competencies: Competencies covered in CDEC 1419 Child Guidance include: identifying, organizing, planning and allocating resources (**Resources**); working well with others (**Interpersonal Skills**); acquiring and using information (**Information**); understanding complex interrelationships (**Systems**); thinking creatively, making decisions, solves problems, visualizes, knows how to learn, and reasons (**Thinking Skills**); reads, writes, performs mathematical operations, listens, and speaks (**Basic Skills**); displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (**Personal Qualities**).

Course and Lab Policies and Requirements:

Lab Policy: This course has 3 required hours of field experiences a week (total of 39 hours), working directly with young children at the ACC Lab School or in their place of employment if appropriate. Students completing their lab experiences at their place of employment are encouraged to complete at least 50% of their lab hours at the ACC Lab School. To be eligible to participate in field experiences, you must meet the eligibility criteria of the Child Development's Eligibility for Field Experiences Policy. The Child Development Department's policy reflects the standards established by both:

- the Texas Department of Family and Protective Services, which is explained in the catalog and on the "Austin Community College Children's Lab School Criminal Conviction Statement for Child Development Lab Students",
- and criteria set by the Austin Independent School District for volunteer eligibility which prohibits anyone with a felony within the last five years for offenses involving moral turpitude (acts that are generally considered morally or ethically wrong, including crimes that involve dishonesty, fraud, deceit, theft, misrepresentation.)

You must complete all required hours to receive credit for this course.

Course Grading Lab Pass Statement: To successfully pass this course you must pass lab. If you do not receive a passing evaluation from your Lab School supervising teacher or from me, you may not pass the course. You may be asked to withdraw, receive an "F" or be asked to continue working on lab competencies for this course. All of this is explained in more detail on your handouts: "Procedure for Assisting Child Development Students to Improve Their Lab Practice" and the "Child Development Department Lab and Field Work Agreement".

To successfully complete the lab portion of this course, you are expected to:

- demonstrate the behaviors required in *Minimum Standards for Licensed Child Care Centers* and noted on the "Child Development Department Lab and Field Work Agreement"
- demonstrate the competencies discussed in your "Lab Expectations Handout"
- follow the policies of your lab placement site

Attendance: Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

Withdrawals:

Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course.

Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exceptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

'Third attempt' course tuition

Per state law, effective spring 2006 any student taking a class for the third time or more may be charged an additional \$60 per credit hour unless exempted. We call it the **Rule of Three or Third Course Attempt**.

The Texas Higher Education Coordinating Board has mandated that all publicly funded higher-education institutions will not receive funding for courses a student takes for the third time or more. Without the state funding for those affected classes, ACC will charge additional tuition to pay for the cost of the class. The new "Third Course Attempt" tuition costs will not apply to developmental courses, Continuing Education courses, special-studies courses in which the content changes each time, or other select courses.

Students affected by this new policy should note the following:

- This policy affects class enrollments beginning with the fall 2002 semester (Aug. 2002).
- Financial aid may be used to cover the additional tuition charge.
- If you are taking a class for the second time and are considering a third attempt in the future, consult with your instructor and/or advisor. ACC is here to help you succeed.
- Appeals for waivers will be reviewed on a case-by-case basis by the relevant Dean of Student Services at each campus.

Incompletes: An incomplete may be assigned only if the student is making satisfactory progress and has completed at least half of the tests, assignments and fieldwork.

Reading and Writing Requirements: This course requires that students have successfully completed the Fundamentals of Reading (DEVR 0303) and the Fundamentals of Writing (DEVW 0403) or obtained a satisfactory score on an appropriate placement test. To remain in this course, you must be concurrently enrolled in Reading Skills I (DEVR 1303) and Writing Skills I (1403) or have obtained a satisfactory score on an appropriate placement test.

Legible Assignments: I expect all assignments to be written in complete sentences and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to you for correction. The ACC Labs are wonderful resources and the Lab tutors will help you be sure that your assignments meet these expectations.

Professional Ethics: You are expected to maintain professional ethics while in this course. Careful adherence to NAEYC's Professional Code of Ethics when dealing with families, children, colleagues and supervising teachers is mandatory. Information about the Code of Ethics is available on NAEYC's website at www.naeyc.org. In addition, classroom discussions and all written work must reflect our commitment to maintaining issues of confidentiality for all children and families who allow our observations.

Scholastic Dishonesty: ACC's Scholastic Dishonesty Policy is stated in the Student Handbook: "Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework." Failure to comply with this policy will result in loss of course credit for the assignments and may result in withdrawal from this course.

Electronic Technology:

During all tests, please be sure that all electronic technology like cell phones, PDA's, etc., are turned off. Doing this prevents any misunderstanding about the use of the equipment for obtaining test information.

Students with Disabilities: The Student Handbook states that: "Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester." The Office for Students with Disabilities for Eastview can be reached at 223-4159; Rio Grande has a TTY, 223-9000.

Student Freedom of Expression: Each student is strongly encouraged to participate in an open dialog. In any instructional situation that includes critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere encouraging us to think and learn. I do expect that we respect the views of each other even if they differ substantially on volatile and sensitive topics.