

# ACC Child Care & Development Department.

## CDEC 1419-Child Guidance

### Master Syllabus

**Course Description:** An exploration of guidance strategies for promoting prosocial behaviors with individuals and groups of children. Emphasis on positive guidance principles and techniques, family involvement, and cultural influences. Practical application through direct participation with children. Course includes 48 hours of supervised fieldwork per semester with young children. Offered in Spring. (Formerly CDP 1624) (4-3-3)

**Prerequisites:** CDEC/TECA 1311 (CDP 1214) and Reading Fundamentals (DEVR 0300) and Writing Fundamentals (DEVW 0310) or satisfactory score on appropriate placement test.

**Co-requisites:** Reading Skills Improvement (DEVR 0310) and Writing Skills I (DEVW 0320) 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.

### Child Development Program Level Student Learning Outcomes

**STANDARD 1: The student will apply an understanding of child development and learning.**

**STANDARD 2: The student will explain how to build family and community relationships.**

**STANDARD 3: The student will demonstrate how to observe, document and assess in order to support young children and families.**

**STANDARD 4: The student will demonstrate skills in teaching and analyze young children's learning.**

**STANDARD 5: The student will demonstrate skills of a professional.**

**NAEYC Standards and Program Level Outcomes:**

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: The student will apply an understanding of child development and learning by:***

- 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 2: The student will explain how to build family and community relationships by:***

- 2a:** Knowing about and understanding family and community characteristics
- 2b:** Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c:** Involving families and communities in their children's development and learning

***STANDARD 4: The student will demonstrate skills in teaching and analyze young children's learning by:***

- 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.

**Standard 4**

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.

**Standard 4**

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.

**Standard 2**

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.

**Standard 4**

5. Apply appropriate guidance methods to specific situations relating to children's behaviors.

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- 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.

#### **Standards 1 & 4**

- 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.

#### **Standard 4**

**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 48 required hours of field experiences a semester 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:

- o 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",
- o 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*

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- 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

**Reading and Writing Requirements:** This course requires that students have successfully completed Reading Fundamentals (DEVR 0300) and Writing Fundamentals (DEVW 0310) or obtained a satisfactory score on an appropriate placement test. To remain in this course, you must be concurrently enrolled in Reading Skills Improvement (DEVR 0310) and Writing Skills I (DEVW 0320) or satisfactory score on an appropriate placement test.

**Legible Assignments:** All assignments are expected 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](http://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.

## **College Policies**

### **Attendance/Class Participation:**

Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class. Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

### **Withdrawal Policy**

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.

Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

### **Incompletes**

An instructor may award a grade of "I" (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

### **Statement on Scholastic Dishonesty**

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations,

placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an "F" in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and other policies at <http://www.austincc.edu/current/needtoknow>

### **Student Rights and Responsibilities**

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

### **Statement on Students with Disabilities**

Each ACC campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through the Office for Students with Disabilities (OSD). Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester, otherwise the provision of accommodations may be delayed.

Students who have received approval for accommodations from OSD for this course must provide the instructor with the 'Notice of Approved Accommodations' from OSD before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the 'Notice of Approved Accommodations' from the student.

Students with approved accommodations are encouraged to submit the 'Notice of Approved Accommodations' to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations.

Additional information about the Office for Students with Disabilities is available at  
<http://www.austincc.edu/support/osd/>

### **Safety Statement**

Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>.

Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

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### **Use of ACC email**

All College e-mail communication to students will be sent solely to the student's ACCmail  
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account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

### **Testing Center Policy**

Under certain circumstances, an instructor may have students take an examination in a testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide for Use of ACC Testing Centers and should read the entire guide before going to take the exam. To request an exam, one must have:

- ACC Photo ID
- Course Abbreviation (e.g., ENGL)
- Course Number (e.g., 1301)
- Course Synonym (e.g., 10123)
- Course Section (e.g., 005)
- Instructor's Name

Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, **regardless of whether it is on or off**, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at <http://www.austincc.edu/testctr/>

### **Student And Instructional Services**

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: <http://www.austincc.edu/s4/>

Links to many student services and other information can be found at:  
<http://www.austincc.edu/current/>

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at:  
<http://www.austincc.edu/tutor/students/tutoring.php>

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.