

Course Syllabus

Department : Child Development
Course Title : Child Guidance
Section Name : CDEC 1319
Start Date : 8/25/2014
End Date : 12/12/2014
Modality : Face to Face
Credits : 3

Instructor Information

Name : Cheryl A. Cunningham
OC Email : cheryl.cunningham@ectortocountyisd.org or cherylcgrad06@yahoo.com
OC Phone # : Cell- 432-5289418 or Ector County ISD 432-456-4940

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. Provides opportunity to evaluate and understand individual's expectations regarding discipline and classroom management with emphasis on Texas licensing standards. Students will have the opportunity to evaluate situations based on good-problem-solving and decision-making techniques and implementation of alternative discipline strategies. Emphasizes techniques of communication with children as well as co-workers. Presents major theorists and theories of individual and group management. Lab fee required.

**ODESSA COLLEGE
HUMANITIES AND COMMUNICATION DIVISION
CHILD AND PARENT DEVELOPMENT DEPARTMENT**

COURSE SYLLABUS

COURSE NUMBER: CDEC 1319
COURSE TITLE: Child Guidance

CREDIT HOURS: 3 LECTURE HOURS:2 LAB HOURS: 3

**PREREQUISITE: Child Development and Principles of Human
Services**

CATALOG 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. Provides opportunity to evaluate and understand individual's expectations regarding discipline and classroom management with emphasis on Texas licensing standards. Students will have the opportunity to evaluate situations based on good-problem-solving and decision-making techniques and implementation of alternative discipline strategies. Emphasizes techniques of communication with children as well as co-workers. Presents major theorists and theories of individual and group management. Lab fee required. Lab fee required.

COURSE LEARNING OUTCOMES/PROFICIENCIES:

The student will define the creative process; describe the role of play in a child's growth and development and developmental sequences for creative arts; analyze teacher roles in enhancing creativity; describe concepts taught through the creative arts and components of creative environments. The student will plan, implement and assess child-centered activities for music, movement, visual arts and dramatic play.

TEXTBOOKS: *Working with Young Children*, Judy Herr, 2004

SUPPLIES: Text, supplies and equipment essential for note taking, such as paper, pencil, pen, highlighter and USB Drive.

Course Objectives

- A. Working with Young Children
 - a. Growth and Development
 - b. Observing Children
 - c. Child Development Principles & Theories
 - d. Child Development
 - i. Birth to Age Two
 - ii. Two & Three Year Olds
 - iii. Four & Five Year Olds
 - iv. Middle Childhood
- B. Guidance Skills
 - a. Guidance Challenges
 - b. Classroom Limits
 - c. Daily Routines

SCANS Competencies: Resources

Interpersonal Skills

Information

Thinking Skills

Basic Skills

Personal Qualities

Code:

1. 2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide

2. Texas Head Start-State Collaboration Project - Texas Early Care and Education Core Knowledge & Skills
3. The SCANS Work Place Competence Skills
4. Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels of the National Association for the Education of Young Children
5. Teacher Preparation Requirements of the Association for Childhood Education International
6. The Examination for the Certification of Educators in Texas, Test Competencies, Field 714: Early Childhood Education
7. Entry Level Core Competencies (Draft) of the Child and Youth Care Workers Certification Institute
8. Texas Essential Knowledge and Skills for Home Economics Education
9. Learner-Centered Schools for Texas - A Vision of Texas Educators
10. Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition, 1997), National Association for the Education of Young Children

Content Lectures, Assignments and Assessments

Daily Work
 Lab
 Semester Project
 Journals
 Quizzes
 Employability Skills
 Notebook and Planner

Course Objectives

Creative Art
 Writing
 Math
 Science
 Music & Movement
 Social Studies
 Child Development

Summary of Assignments & Activities Item (Name) Type Description Due*

Large Group and Small Group Experience PowerPoint
 Careers in Early Childhood Discussion/Collage
Early Childhood Programs Observations *Observation Assignment*
 Observing Children Discussion/Observations
 Principles and Theories Discussion/Project Comparison Project
 Child Development and Child Guidance Discussion/Project/Test
 Handwriting Without Tears Writing Assignment
 Guidance Challenges Writing Assignment Newsletter
 Classroom Limits Project Create Limits
 Daily Routines Discussion/Skits

Grading Policy

Late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 p.m. central on the day they are due. Assignments more than 5 days late will not be accepted. Technological issues will not be considered as valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor.

Assignments Grade

Employability Skills 15%

Lab 20%%

Project 10

Daily Work 20%

Test/Quizzes 15%

Journal 15%

Notebook and Planner 05%

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will

- provided my contact information at the beginning of the syllabus;
- respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will

- return classroom activities and homework within one week of the due date and
- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;

- recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,

- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,

- missing class when a major test is planned or a major assignment is due;

- having trouble submitting assignments;

- dealing with a traumatic personal event; and,

- having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;

- ask questions if I don't understand; and,

- attend class regularly to keep up with assignments and announcements.