

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u>Child Development</u>								
<b>COURSE RUBRIC AND NUMBER</b>	<u>CDEC 1319</u>								
<b>COURSE TITLE</b>	<u>Child Guidance</u>								
<b>COURSE CREDIT HOURS</b>	<table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;">3</td> <td style="text-align: center; border-bottom: 1px solid black;">2</td> <td style="text-align: center; border-bottom: 1px solid black;">:</td> <td style="text-align: center; border-bottom: 1px solid black;">2</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	3	2	:	2	Credits	Lec		Lab
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Credits	Lec		Lab						

### I. Catalog Description

An exploration of guidance strategies for promoting prosocial behaviors with individual and groups of children. Emphasis on positive guidance principles and techniques, family involvement, and cultural influences. (2:2). **Lab fee.**

### II. Course Objectives

- A. Unit I. Theories Related to Child Guidance
  1. Outline a variety of guidance techniques to use with different age children based on developmental needs and abilities.
  2. List characteristics of positive interactions and supportive relationships with children at different stages of development.
  3. Contrast positive and negative forms of guidance.
  4. Report suspected abuse and neglect.
  5. Summarize children's social development.
  
- B. Unit II. Appropriate Guidance
  1. Describe development of self-concept and self-esteem.
  2. Discuss the process of emerging self-discipline.
  3. List positive social behaviors, which should be encouraged in classroom settings.
  4. Explain how positive guidance promotes growth and development.
  5. Describe development of moral competence in children.
  6. Explain the role of indirect guidance techniques in classroom management.
  
- C. Unit III. Importance of Families and Culture
  1. Discuss anti-bias curriculum goals.
  2. Describe how cultural differences affect guidance.
  3. Discuss the role of culture in children's interactions and responses to conflict.
  4. Describe the importance of working with parents to solve guidance issues.
  5. Discuss family issues which may influence children's behaviors and ways to assist children in coping with these stressful or frightening situations.
  
- D. Unit IV. Promote Development of Positive Self-Concept and Prosocial Behaviors in Children
  1. Discuss how a teacher's guidance techniques affect children's self-esteem.
  2. Demonstrates techniques teachers can use to facilitate positive social interactions among children.

- E. Unit V. Appropriate Guidance Methods
1. Observe and record children's behavior using anecdotal records.
  2. Give examples of individualized behavior plans that classroom teachers may be given to implement with children with special needs.
  3. Demonstrate appropriate ways of communicating with children (e.g., active listening, "I" messages, positive statements, etc.)
  4. Use developmentally appropriate group management strategies to provide an atmosphere that enhances learning.
  5. 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.
  6. 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.)
  7. Recognize true problem behaviors and identify professional resources for specific developmental or family needs.
  8. Demonstrate skill in developing and implementing a contingency evacuation plan in case of health/safety threat.
- F. Unit VI. Demonstrate Skills in Conflicts
1. Support a classroom culture that fosters trust, caring, cooperation, responsibility and leadership
  2. Implement principles of conflict resolution.
  3. Demonstrate teamwork skills when guiding children.

### **III. THECB Learning Outcomes (WECM)**

1. Describe theories related to child guidance.
2. Explain how guidance promotes autonomy, self-discipline, and pro-social skills.
3. Identify familial and cultural influences on child guidance.
4. Apply guidance techniques.

### **IV. Evaluation**

1. The instructor will maintain a continuous record of each student's progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.
2. The evaluation of the assignments should be based on the student's mastery of the assigned objectives. In addition assignments, the instructor may require quizzes and exercises on course content. The instructor may also require a journal or free writing assignments.
3. The course projects will be devised at the instructor's discretion.

#### Grading scale

A = 90 - 100

B = 80 - 89

C = 70 - 79\*

D = 60 - 69\*

F = below 60\*

- Remediation

At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students seeking additional help may obtain tutoring assistance from the Writing Center at any campus.

**V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

**VII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.