

CHDVC111 : Principles of Child Guidance

General Information

Author:	<ul style="list-style-type: none">Vivian BakerFuller, ElisabethFrench, Kristina
Course Code (CB01) :	CHDVC111
Course Title (CB02) :	Principles of Child Guidance
Department:	Child Development
Proposal Start:	Fall 2019
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000573444
Curriculum Committee Approval Date:	03/04/2016
Board of Trustees Approval Date:	04/14/2016
External Review Approval Date:	05/21/2016
Course Description:	This course introduces positive and effective approaches for guiding children's behavior in classroom and family settings. Students are required to observe children in a group setting.
Submission Type:	Mandatory Revision Cyclical revision. Course description, SLOs, Topical Outline, and Methods of Evaluation were all reviewed.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none">Letter Grade Methods
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	Course Prior To College Level (CB21) Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

Associated Programs Course is part of a program (CB24)**Associated Program****Award Type****Active**

CC Child Development Master Teacher- (In Development)

Certificate of Achievement

Summer 2018

Transferability & Gen. Ed. Options**Course General Education Status (CB25)**

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours**Summary****Minimum Credit Units (CB07)** 3**Maximum Credit Units (CB06)** 3**Total Course In-Class (Contact Hours)** 54**Total Course Out-of-Class Hours** 108**Total Student Learning Hours** 162**Faculty Load** 0**Credit / Non-Credit Options****Course Credit Status (CB04)**

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours**Course Duration (Weeks)** 18**Hours per unit divisor** 54**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Activity 0

Total 54**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Activity 0

Total 108**Time Commitment Notes for Students**

No value

Faculty Load**Extra Duties:** 0**Faculty Load:** 0**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Advisory****LIBRC100 - Introduction to Library Research and Bibliography**

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Because Child Development is a Social Science, students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation. **Outcomes**

- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.

- Recognize and use correct documentation style in parenthetical and bibliographic citations and in formatting written work to avoid plagiarism.

AND

Advisory

ENGLC101 - Freshman Composition

In CHDV C111 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children's development with developmental theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C111 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors. ENGL C101 skills ensure that students are able to compose papers incorporating information from college-level reading materials. **Outcomes**

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

Entrance Skills

Entrance Skills

Description

No value

No value

Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Case Study

Rationale

Students will read a case study/scenario and identify guidance strategies. For example: Every day Jasmine is exasperated because the toddlers in her classroom put soap on the mirror, and rub it all around, creating a slippery, unsafe mess. She's tried supervising hand washing, but they continue to put soap on the mirror. What are some positive guidance strategies Jasmine might try?

Methods of Instruction

Demonstration

Rationale

Students can role play positive social problem solving, such as practicing "I messages", reflective, and active listening.

Methods of Instruction

Discussion

<p>Rationale</p>	<p>Weekly discussions related to the concepts and ideas being explored. Example: Discuss the role of curriculum, related to guidance and discipline, in helping children to focus and channel their energy positively. What are some clues indicating the curriculum may need to be adjusted, learning centers revisited, etc.?</p>
<p>Methods of Instruction</p>	<p>Informational Interviews</p>
<p>Rationale</p>	<p>Students will interview families to gather information about parenting styles, and cultural practices. Students will then consider the information in comparison to known parenting styles (authoritative, authoritarian, permissive, and rejecting/neglecting).</p>
<p>Methods of Instruction</p>	<p>Instruction through examination or quizzing</p>
<p>Rationale</p>	<p>Quizzes and exams may be used throughout the course. Example: Verbal guidance strategies include: a. active listening b. redirection c. positive directions d. all of the above</p>
<p>Methods of Instruction</p>	<p>Lecture</p>
<p>Rationale</p>	<p>Lectures and videos provide students with relevant, up to date information in the area of administrating early childhood programs.</p>
<p>Assignments</p>	
<p>Reading assignments, handouts and text readings that expand and enhance lecture topics. For example: "DEVELOPMENTALLY APPROPRIATE CHILD GUIDANCE: HELPING CHILDREN GAIN SELF-CONTROL" by Will Mosier Classic and contemporary research studies that relate to specific topics in child development. For example: a research project on a specific discipline technique and its effect on children's behavior. Writing assignments that relate observations in child development to current theory. For example: observe the greeting behaviors of parents at pick-up time. What do these interactions tell you about the child's socio-emotional development? Text reflections. For example: after reading the chapter on communication, reflect on your own communication habits. Observation of children in a group setting. For example: observe children and parents interacting in a public place. How do these interactions compare with the way preschool teachers interact with children in a classroom setting? Exams related to course subject matter. Example: Verbal guidance strategies include: a. active listening b. redirection c. positive directions d. all of the above</p>	
<p>Methods of Evaluation</p>	<p>Rationale</p>
<p>Project</p>	<p>Small group project. Example: Design a presentation that could be used to educate parents on their children's emotional development.</p>
<p>Tests</p>	<p>Exams related to course subject matter. Example: Discuss why is it developmentally appropriate to have more than one of the same item in a toddler classroom, and include how this relates to child guidance.</p>
<p>Project</p>	<p>Analysis of observations and interviews. Example: Watch and listen to at least 5 parent/child dyads. What did you notice about their communication style? Was it effective?</p>
<p>Distance Education Description: how outcomes are evaluated</p>	<p>The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric.</p>

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
--------	-------	-----------	------	------

	Kostelnik, M.J., Soderman, A. K., Whiren, A. P., & Gregory, K. M. (2018) Guiding Children's Social Development and Learning, 9th, Delmar Publishers			
--	---	--	--	--

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Use positive guidance in speech and action when working with young children, including I-messages, reflective listening, and social problem-solving. Expected SLO Performance: 70.0

Child Development
Child Development Master Teacher
Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

ISLOs
Core ISLOs

Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly

Describe effective discipline strategies as they relate to the major theories of development. Expected SLO Performance: 70.0

Child Development
Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

Analyze childcare environments for impacts on children's behavior. Expected SLO Performance: 70.0

Child Development
Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

Outline

Course Outline

- A.Guidance vs. Discipline: A Definition
- B.Overview of Developmental Theories
 - 1.Cognitive development theory
 - 2.Psychodynamic theory
 - 3.Behaviorist theory
 - 4.Human potential theory
 - 5.Moral development theory
- C.Guides in Speech and Action
- D.Appropriate Discipline and Parenting
 - 1.Understanding children's behavior
 - 2.Understanding parent/child relationship
 - 3.Culture and its influence on parenting
 - 4.Encouragement: building the child's confidence and feelings of worth.
 - 5.Communication skills.
 - a.Listening
 - b.Exploring alternatives and expressing ideas and feelings.
 - 6.Discipline techniques to teach responsibility
 - a.Contrasting punishment with consequences.
 - b.Steps in applying consequences.
 - c.Contrasting logical and natural consequences.
- E.Impact of the Environment on the Child's Behavior
 - 1.Room arrangement as a teaching strategy.
 - 2.Daily schedule as a teaching strategy.
 - 3.Activity planning.
 - 4.How the teacher's attitude and health impacts children's behavior.
 - 5.Other influences on the child's behavior that a teacher must consider when working with children.
- F.Advocating for Young Children
 - 1.Modeling appropriate guidance for families.
 - 2.Providing resources for families.
 - 3.Providing resources for teachers to enable them to meet the needs of the children.
 - 4.Reporting child abuse.
 - 5.Making your concerns known of inappropriate practices of the child care provider.

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
Hybrid
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All assignments in distance education courses (online, hybrid and iTV) of CHDV C111 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos and written lecture

notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in license or licensed-exempt programs in their community.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual students work

Student-Instructor contact MAY include: chat/zoom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums

Student-Student contact MAY include: chat/zoom, learning management system message, group work, peer reviewed projects

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (<http://support.kccd.edu>) or the Help Desk at 877-382-3508. Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible, and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Hybrid Max of 45 total iTV 20/site not to exceed 45 Preferred maximum enrollment for iTV courses is 20 students at each site. Online 45 Preferred maximum enrollment for online courses is 45 students.