

Washtenaw Community College Comprehensive Report

CCP 210 Child Guidance and Classroom Management Effective Term: Fall 2011

Course Cover

Division: Math, Natural and Behavioral Sciences

Department: Public Service Careers

Discipline: Child Care Professional

Course Number: 210

Org Number: 15400

Full Course Title: Child Guidance and Classroom Management

Transcript Title: Child Guidance & Classroom Mgt

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Course Change

Change Information:

Course description

Pre-requisite, co-requisite, or enrollment restrictions

Outcomes/Assessment

Objectives/Evaluation

Rationale: update master syllabus

Proposed Start Semester: Fall 2011

Course Description: This comprehensive course focuses on child guidance and classroom management for the child care provider and adults working with preschool and elementary school aged children in educational and recreational settings. Emphasis is placed on the social and emotional development of children from birth through age 12 and developmentally appropriate guidance strategies. This course meets Positive Behavior Support Standards for the Michigan Department of Education (2000). Current work experience with children age 12 or younger is required. Students with National CDA certificate may request an override for CCP 132 and 133. This course was previously CCP 110.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

Prerequisite

Academic Reading and Writing Levels of 6;

and

Prerequisite

CCP 101 minimum grade "C"

and

Prerequisite

CCP 132

and

Prerequisite

CCP 133

General Education

Request Course Transfer

Proposed For:

Central Michigan University

Eastern Michigan University

Michigan State University

Other : University of Michigan - Dearborn Madonna University

Student Learning Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.

Assessment 1

Assessment Tool: Multiple choice test questions developed by faculty

Assessment Date: Winter 2013

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All enrolled students

How the assessment will be scored: electronic scoring using an answer key developed by faculty

Standard of success to be used for this assessment: 70% of students will score 70% or higher on the test.

Who will score and analyze the data: Test will be electronically scored and results analyzed by members of the CCP Advisory Committee or their designees.

2. Apply child guidance and classroom management strategies to individuals, and explain the impact on different intelligence categories/types.

Assessment 1

Assessment Tool: Multiple Intelligences Assignment

Assessment Date: Winter 2013

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: A random selection of one half of enrolled students

How the assessment will be scored: blind-scored using rubric developed by CCP instructors

Standard of success to be used for this assessment: 70% of selected artifacts will score a 4 or 5 on the rubric.

Who will score and analyze the data: Members of the CCP Advisory Committee or their designees will score the artifacts.

3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.

Assessment 1

Assessment Tool: Rating by employer or direct supervisor and course instructor by the last week of class; completed each semester; using a three point scale, using guidelines set by NAEYC for DAP and CDA or DAP and School Age and Youth Development competencies guidelines adopted by the Michigan Department of Education and Michigan After School Association. A written assessment based on case studies can be substituted at the discretion of the instructor.

Assessment Date: Winter 2011

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections each time the course is offered

Number students to be assessed: Randomly selected one half of students enrolled (minimum of 10)

How the assessment will be scored: rubric developed by CCP instructors

Standard of success to be used for this assessment: 70% of artifacts will achieve a score of 4 or 5 on the rubric.

Who will score and analyze the data: Members of the CCP Advisory Committee or their designees will blind-score the artifacts and analyze the data.

Course Objectives

1. Identify and give examples of developmentally appropriate, best practices of child guidance and classroom management.

Methods of Evaluation

Case Analysis, Scenario or Study
Class Attendance, Participation or Work
Exams/Tests
Quizzes

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.

2. Explain how children's brains develop and apply this knowledge to guidance decisions.

Methods of Evaluation

Activity or Exercise
Class Attendance, Participation or Work
Exams/Tests
Quizzes

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.

3. Identify individual and group differences (temperament traits, multiple intelligences, culture) and describe how these factors affect the child guidance and classroom management strategies used by adults.

Methods of Evaluation

Case Analysis, Scenario or Study
Class Attendance, Participation or Work

Discussion
Exams/Tests
Other
Quizzes

Additional Evaluation Information: Multiple Intelligence Assessment
Assignment Assignment: Analysis of Environment

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.
4. Describe and demonstrate how observation of children's behaviors is a major component of developing appropriate child guidance and classroom management strategies.

Methods of Evaluation

Activity or Exercise
Case Analysis, Scenario or Study
Checklist, Achievement or Anecdotal Record
Class Attendance, Participation or Work
Discussion
Exams/Tests
Other
Quizzes

Additional Evaluation Information: Assignment: Multiple Intelligences
Assessment Assignment: Observation of Child Behavior – Five Questions Assignment:
Identification of Indirect Guidance Strategies

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.
5. Identify various positive direct guidance strategies and provide examples.

Methods of Evaluation

Activity or Exercise
Case Analysis, Scenario or Study
Class Attendance, Participation or Work
Discussion
Exams/Tests
Other
Quizzes

Additional Evaluation Information: Assignment: Application of Multiple Intelligences Assignment: Analysis of Environment

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
6. Identify and describe indirect methods for guiding and managing behavior.

Methods of Evaluation

Activity or Exercise
 Checklist, Achievement or Anecdotal Record
 Exams/Tests
 Other
 Quizzes

Additional Evaluation Information: Assignment: Identification of Indirect Guidance Strategies

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.

7. Identify components of self esteem and moral identity, and describe practices that help children develop these.

Methods of Evaluation

Activity or Exercise
 Class Attendance, Participation or Work
 Discussion
 Exams/Tests
 Quizzes

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.

8. Identify and describe stressors in children's lives and discuss guidelines for helping children cope with stress and become more resilient.

Methods of Evaluation

Case Analysis, Scenario or Study
 Class Attendance, Participation or Work
 Discussion
 Exams/Tests
 Quizzes

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.

9. Define emotional intelligence and apply this knowledge to guiding children's expression of anger and developing self-control.

Methods of Evaluation

Activity or Exercise
 Class Attendance, Participation or Work
 Discussion
 Exams/Tests

Quizzes

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
 3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.
10. Identify and describe forms of aggression, warning signs of violence, gender differences and describe strategies for assisting children in preventing violence and understanding aggression.

Methods of Evaluation

Activity or Exercise
Discussion
Exams/Tests
Other

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
 3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.
11. Identify and describe strategies for guiding pro-social behaviors.

Methods of Evaluation

Activity or Exercise
Discussion
Exams/Tests
Quizzes

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
 3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.
12. Identify and describe strategies for minimizing challenging behavior; identify factors in the use of corporal punishment, and explain conflict mediation.

Methods of Evaluation

Activity or Exercise
Class Attendance, Participation or Work
Discussion
Exams/Tests
Quizzes

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
3. Identify uses of indirect guidance strategies to guide child behavior and manage a

classroom.

13. Identify the components of major theories (cognitive, social learning, behavioral, humanistic, psychoanalytic) and describe how these relate to child guidance and classroom management approaches used by adults.

Methods of Evaluation

Activity or Exercise
Class Attendance, Participation or Work
Discussion
Exams/Tests
Quizzes

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
 3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.
14. Identify and describe strategies adults can use to facilitate and support friendships among children.

Methods of Evaluation

Activity or Exercise
Class Attendance, Participation or Work
Discussion
Exams/Tests
Quizzes

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
 3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.
15. Demonstrate how to use the Positive Behavioral Support Standards of the State of Michigan.

Methods of Evaluation

Activity or Exercise
Case Analysis, Scenario or Study
Class Attendance, Participation or Work
Discussion
Exams/Tests
Quizzes

Matched Outcomes

1. Identify appropriate use of a variety of positive child guidance and classroom management strategies.
3. Identify uses of indirect guidance strategies to guide child behavior and manage a classroom.

New Resources for Course
Course Textbooks/Resources

Textbooks

Marion, M.. *Guidance of Young Children*, 8th ed. Pearson, 2010, ISBN: 0-13-154530-2.

Manuals

State of Michigan - Dept of Education. Positive Behavioral Support Standards for the State of Michigan, State of Michigan - DOE, 01-01-2000

Periodicals

Software

Equipment/Facilities

Level III classroom

Other: classroom large enough for students to move around to interact for active engagement in learning

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer:	<i>Faculty Preparer</i>	<i>Oct 29, 2010</i>
Department Chair/Area Director: <i>Ruth Walsh</i>	<i>Recommend Approval</i>	<i>Nov 24, 2010</i>
Dean: <i>Martha Showalter</i>	<i>Recommend Approval</i>	<i>Nov 29, 2010</i>
Vice President for Instruction: <i>Stuart Blacklaw</i>	<i>Approve</i>	<i>Feb 04, 2011</i>