

## Washtenaw Community College Comprehensive Report

### ECD 200 Positive Child Guidance Effective Term: Spring/Summer 2023

#### Course Cover

**College:** Advanced Technologies and Public Service Careers  
**Division:** Advanced Technologies and Public Service Careers  
**Department:** Public Service Careers  
**Discipline:** Early Childhood Development  
**Course Number:** 200  
**Org Number:** 15400  
**Full Course Title:** Positive Child Guidance  
**Transcript Title:** Positive Child Guidance  
**Is Consultation with other department(s) required:** No  
**Publish in the Following:** College Catalog , Time Schedule , Web Page  
**Reason for Submission:** Three Year Review / Assessment Report  
**Change Information:**  
    **Course title**  
    **Course description**  
    **Outcomes/Assessment**  
    **Objectives/Evaluation**

**Rationale:** Course needs updating based on course assessment.

**Proposed Start Semester:** Fall 2022

**Course Description:** In this course, students will apply evidence-based practices to support each child's social-emotional learning and development. Students will learn developmentally appropriate expectations that take into account children's commonality, individuality, and context as well as how these factors influence behavior. Students will create supportive learning environments and practice positive communication skills with children and families. Students will also practice conflict resolution techniques. The title of this course was previously Child Guidance and Classroom Management.

#### 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**

ECD 101 minimum grade "C"

**General Education****Request Course Transfer****Proposed For:**

Eastern Michigan University

Ferris State University

Other : University of Michigan - Dearborn, Madonna University

**Student Learning Outcomes**

1. Describe how teachers can use the National Association for the Education of Young Children's (NAEYC) developmentally appropriate practices to support children's social-emotional development taking into account commonality, context, and individual differences.

**Assessment 1**

Assessment Tool: Outcome-related assignment(s)

Assessment Date: Fall 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 75% or higher on the assignment

Who will score and analyze the data: Departmental faculty

2. Identify evidence-based practices for creating positive environments and explain how they support children's social and emotional development.

**Assessment 1**

Assessment Tool: Outcome-related assignment(s)

Assessment Date: Fall 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 75% or higher on the assignment.

Who will score and analyze the data: Departmental faculty

3. Apply interaction strategies for cultivating positive relationships with children and social relationships between children.

**Assessment 1**

Assessment Tool: Outcome-related assignment(s)

Assessment Date: Fall 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 75% or higher on the assignment.

Who will score and analyze the data: Departmental faculty

4. Apply strategies for helping children regulate behaviors and participate in conflict resolution.

**Assessment 1**

Assessment Tool: Outcome-related assignment(s)

Assessment Date: Fall 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 75% or higher on the assignment.

Who will score and analyze the data: Departmental faculty

**Course Objectives**

1. Describe how developmentally appropriate practices can help guide thinking about children's social-emotional development.
2. Describe how commonality, context, and individual differences influence social-emotional development and behavior.
3. Discuss how observation and documentation are used as tools to understand a child's behavior.
4. Identify components of the classroom arrangement and materials that support children's positive engagement.
5. Plan engaging transitions between parts of the daily routine as well as between home and school.
6. Use warm, responsive interaction strategies with children.
7. Explain the importance of co-regulation in helping children develop self-regulated behavior.
8. Describe techniques for cultivating social relationships between children.
9. Describe what happens in the brain during children's heightened emotions.
10. Determine when to use choices, limit setting, and redirection.
11. Identify and apply positive and individualized expectations for young children's social-emotional expression and learning.
12. Demonstrate the six steps to conflict resolution.
13. Use reciprocal communication with families.
14. Discuss ways to collaborate with the family to support the social and emotional development of the child.
15. Describe how trauma and/or chronic stress affects a child's social-emotional development.

**New Resources for Course****Course Textbooks/Resources****Textbooks**

National Association for the Education of Young Children. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 5*, Fourth ed. NAEYC, 2022, ISBN: 9781938113956.

Evans, B. *You're Not My Friend Anymore! Illustrated answers to Questions about Young Children's Challenging Behaviors*, ed. Ypsilanti: HighScope Press, 2016, ISBN: 9781573794558.

Manuals

Periodicals

Software

### **Equipment/Facilities**

Level III classroom

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>Beth Marshall</i>	<i>Faculty Preparer</i>	<i>Jul 28, 2022</i>
<b>Department Chair/Area Director:</b> <i>Beth Marshall</i>	<i>Recommend Approval</i>	<i>Jul 28, 2022</i>
<b>Dean:</b> <i>Jimmie Baber</i>	<i>Recommend Approval</i>	<i>Jul 28, 2022</i>
<b>Curriculum Committee Chair:</b> <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Oct 04, 2022</i>
<b>Assessment Committee Chair:</b> <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Oct 11, 2022</i>
<b>Vice President for Instruction:</b> <i>Victor Vega</i>	<i>Approve</i>	<i>Oct 13, 2022</i>

## 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

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