



Course Syllabus Child Guidance CDEC 1319

Semester with Course Reference Number (CRN)	Spring, 2016 CRN 86142
Instructor contact information (phone number and email address)	Dr. Leslie E. Comfort 713-718-6234 leslie.comfort@hccs.edu
Office Location and Hours	EDC Building, D110 Office hours by appointment.
Course Location/Times	EDC D116 Mondays, 12-3 p.m.
Course Semester Credit Hours (SCH) (lecture, lab) If applicable	Credit Hours 3.00 Lecture Hours 2.00 Laboratory Hours 2.00
Total Course Contact Hours	64
Continuing Education Units (CEU): if applicable	
Course Length (number of weeks)	16
Type of Instruction	Lecture/Lab
Course 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. Practical application through direct participation with children.
Course Prerequisite(s)	PREREQUISITE(S): None

**Academic
Discipline/CTE
Program Learning
Outcomes**

1. NAEYC Standard 1 Promoting Child Development and Learning
2. NAEYC Standard 2 Building Family and Community Relationships.

**Course Student
Learning
Outcomes (SLO): 4
to 7**

1. Summarize theories related to child guidance.
2. Explain how appropriate guidance promotes autonomy, self-discipline, and life-long social skills in children.
3. Recognize the impact and influence of families and culture in guiding children.
4. Promote development of positive self-concept and pro-social behaviors in children.
5. Apply appropriate guidance techniques to specific situations relating to children's behaviors.
6. Demonstrate skills in helping children resolve conflicts.

**Learning
Objectives
(Numbering
system should be
linked to SLO -
e.g., 1.1, 1.2, 1.3,
etc.)**

- Summarize theories related to child guidance.**
- 1.1 Outline a variety of guidance techniques to use with different age children based on developmental needs and abilities.
- Explain how appropriate guidance promotes autonomy, self-discipline, and life-long social skills in children.**
- 2.1 Describe development of self-concept and self-esteem.
 - 2.2 Explain the role of indirect guidance techniques in classroom management.
- Recognize the impact and influence of families and culture in guiding children.**
- 3.1 Describe how cultural differences affect guidance.
 - 3.2 Describe the importance of working with parents to solve guidance issues.
- Promote development of positive self-concept and pro-social behaviors in children.**
- 4.1 Demonstrate techniques teachers can use to facilitate positive social interactions among children.
- Apply appropriate guidance techniques to specific situations relating to children's behaviors.**
- 5.1 Recognize true problem behaviors and identify professional resources for specific developmental or family needs.
 - 5.2 Demonstrate skills in classroom management and guidance techniques as they relate to common problems behaviors (e.g., biting, hitting, tantrums, inappropriate language, high activity level, etc.)
- Demonstrate skills in helping children resolve conflicts.**
- 6.1 Implement principles of conflict resolution.
 - 6.2 Demonstrate teamwork skills when guiding children.

**SCANS and/or
Core Curriculum
Competencies: If
applicable**

- SCANS**
- Summarize theories related to child guidance.**
- Foundation Skills - Thinking -Knowing How to Learn
- Explain how appropriate guidance promotes autonomy, self-discipline, and life-long social skills in children.**
- Foundation Skills - Thinking -Reasoning
- Recognize the impact and influence of families and culture in guiding children.**
- Foundation Skills - Thinking -Seeing Things in the Mind's Eye
- Promote development of positive self-concept and pro-social behaviors in children.**
- Workplace Competencies - Information -Interprets & Communicates
- Apply appropriate guidance techniques to specific situations relating to children's behaviors.**

Workplace Competencies - Information -Organizes & Maintains
Demonstrate skills in helping children resolve conflicts.
 Workplace Competencies - Information -Interprets & Communicates

Course Calendar	See page five.																		
Instructional Methods	Face to Face Web-enhanced (49% or less)																		
Required Component	This course includes at least one of the following required components: practicum assignment, key assessment, field experience hours, and/or First Aid/CPR certification. If this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class. Your instructor will explain the required component identified for this course-<u>practicum assignment and behavioral case study.</u>																		
Student Assignments	Three observations, web-discussions, video assignments, an oral report, online modules, case study																		
Student Assessment(s)	Four exams (multiple choice & true/false), student assignments, and pop-quizzes																		
Instructor's Requirements	Class attendance is crucial along with online assignments																		
Program/Discipline Requirements: If applicable	<p>NOTICE This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services. "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."</p> <p>Orientation Students who are completing lab, practicum, or field experience components at Houston Community College Child Development Lab School must complete a mandatory Orientation to the Department of Early Childhood Studies. Contact the department at 713-718-6303 for more details about the orientation.</p>																		
HCC Grading Scale	<table border="0"> <tr> <td>A = 100- 90</td> <td>4 points per semester hour</td> </tr> <tr> <td>B = 89 - 80:</td> <td>3 points per semester hour</td> </tr> <tr> <td>C = 79 - 70:</td> <td>2 points per semester hour</td> </tr> <tr> <td>D = 69 - 60:</td> <td>1 point per semester hour</td> </tr> <tr> <td>59 and below = F</td> <td>0 points per semester hour</td> </tr> <tr> <td>IP (In Progress)</td> <td>0 points per semester hour</td> </tr> <tr> <td>W(Withdrawn)</td> <td>0 points per semester hour</td> </tr> <tr> <td>I (Incomplete)</td> <td>0 points per semester hour</td> </tr> <tr> <td>AUD (Audit)</td> <td>0 points per semester hour</td> </tr> </table> <p>IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.</p>	A = 100- 90	4 points per semester hour	B = 89 - 80:	3 points per semester hour	C = 79 - 70:	2 points per semester hour	D = 69 - 60:	1 point per semester hour	59 and below = F	0 points per semester hour	IP (In Progress)	0 points per semester hour	W(Withdrawn)	0 points per semester hour	I (Incomplete)	0 points per semester hour	AUD (Audit)	0 points per semester hour
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**Instructor Grading
Criteria****FINAL GRADE POINTS:**

1000 – 900 = A
 899 – 800 = B
 799 – 700 = C
 699 – 600 = D
 599 and below = F

**Instructional
Materials**

Miller, D.F. (2013). *Positive Child Guidance* (7th ed.). Albany, New York: Delmar.

**EGLS3 – Evaluation
for Greater Learning
Student Survey
System**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

**Access Student
Services Policies
on their Web site:**

<http://www.hccs.edu/district/about-us/policies/d-student-services/>

Attendance Policy

For a 3 credit-hour lecture/lab class meeting 4 hours per week (48 hours of instruction), you will be dropped after 6 hours of absence. The 6 hours includes accumulated minutes for arriving late to class and leaving class early.

Title IX

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log in to: www.edurisksolutions.org . Sign in using your HCC student e-mail account, then go to the button at the top right that says **Login** and enter your student number.

**Handgun
Legislation****NO FIREARMS ARE ALLOWED ON CAMPUS**

If you see anyone carrying a firearm on campus call the HCC Police Department at 713-718-8888 immediately!

Spring Calendar, 2016
CDEC 1319 – Child Guidance
Dr. Comfort, Professor Houston Community College

DATE	ONLINE TOPIC	ASSIGNMENT DUE DATE
Jan. 25	Chapters 1 – 3	Introduction to the Course
Jan. 29	Chapters 1 – 3	Introductions Discussion (10)
Feb. 1	Chapters 1 – 3	Chapters 1 & 2
Feb. 5	Chapters 1 – 3	Punishment Discussion (10)
Feb. 8	Chapters 1 – 3	Chapter 3
Feb. 12	Chapters 1 – 3	Module 1 (77)
Feb. 19	Chapters 1 – 3	Piaget Discussion (10) / Grocery Store Observation (30)
Feb. 22	Chapters 1 – 3	Test on Chapters 1 – 3 (60)
Feb. 26	Chapters 4 – 6	Bias Discussion (10) / Guidance Interview (60)
Feb. 29	Chapters 4 – 6	Chapter 4
Mar. 4	Chapters 4 – 6	Attributes Discussion (10) / Video Assignment One (24)
Mar. 7	Chapters 4 – 6	Chapters 5 & 6 / School Guidance Policy (20)
Mar. 11	Chapters 4 – 6	Module 2 (49)
Mar. 21	Chapters 4 – 6	Test on Chapters 4 – 6 (60)
Mar. 28	Chapters 7 – 9	Chapter 7
Apr. 1	Chapters 7 – 9	Adults Discussion (10) / Fast Food Observation (60)
Apr. 4	Chapters 7 – 9	Chapters 8 & 9
Apr. 8	Chapters 7 – 9	Module 3 (64)
Apr. 11	Chapters 7 – 9	Test on Chapters 7 – 9 / Lab (100)
Apr. 15	Chapters 10 & 11	Morals Discussion (10) / Video Assignment Two (27)
Apr. 18	Chapters 10 & 11	Oral Report (50)
Apr. 22	Chapters 10 & 11	Mall Observation (60)
Apr. 25	Chapters 10 & 11	Chapter 10
April 29	Chapters 10 & 11	Model Discussion (10) / Module 4 (34)
May 2	Chapters 10 & 11	Chapter 11 / Case Study (100)
May 6	Chapters 10 & 11	Learning Discussion (10)
May 9	Chapters 10 & 11	Test on Chapters 10 – 11 (40)

- (Numbers in parenthesis represent the total points that can be earned for an assignment or a test.)
- **Discussions** and **Video Assignments** cannot be submitted late.
- One point per day is deducted for late assignments (excluding discussions and video assignments).
- No partial points will be awarded for **Discussions**.
- Points will be deducted for the assignments highlighted in **blue**, if English mechanics and grammar errors are discovered. Please make use of the free tutoring that HCC provides so that points are not deducted.
- **Bold dates** are for online assignments.
- No assignments may be submitted after **May 6**.