COURSE: ECD 105 | EFFECTIVE DATE: Spring 2014 | NEXT REVIEW DATE: Spring 2015

| TITLE: GUIDANCE-CLASSROOM MANAGEMENT | CREDITS: 3 | CONTACTS: CLASS - LAB - TOTAL | 3 0 3 |

PREREQUISITES: None

DESCRIPTION: This course is an overview of developmentally appropriate, effective guidance and classroom management techniques for the teacher of young children. A positive pro-active approach is stressed in the course.


MATERIALS (specifying those to be purchased by student): Textbook

COLLATERAL READING: None

CLASS MANAGEMENT ACTIVITIES (Attendance, tardies, testing, etc.):
Academic Dishonesty: Academic dishonesty as used in the Child Development Department includes using another’s work or words without giving proper credit to the source, cheating on tests or other assignments, violating the confidentiality of instructor’s or other student’s work (folders, grade books), falsifying timesheets, sharing information from tests/quizzes, or any other forms of unethical or unprofessional behavior.

Attendance: Attendance is a requirement. Students must attend a minimum of 80% of the meetings of each class. If students miss more than 20% of a class, the student will be dropped automatically by the instructor, and assigned a grade of “F”. Students must log in one day per week (Monday – Sunday) AND complete an activity for that week, to be counted as present for the week, in each registered online course. Any student, who fails to log in, as set forth, will be counted as absent. Fall and Spring Semesters (15-week): You may not have more than three (3) absences. In Summer and Mini-Mester Classes (10-week)): You may not have more than two (2) absences.

Student missing an exam because of illness or emergency must:
1. Notify the instructor as soon as possible, a valid excuse must accompany each request for special consideration. After 5 days, the student may not make up the test.

2. Any student missing a test is PERSONALLY RESPONSIBLE FOR SETTING UP A MAKE-UP TIME CONVENIENT TO THE INSTRUCTOR. For each day a test is late 10 points will be deducted from his or her grade.
Statement of Written Assignments: All assignments are due when they are due! Any late assignment will be 10 points deducted for each day that it is late.

Testing Policy: Per NETC policy, at least one (1) exam/test/quiz must be taken at an NETC Campus or Satellite Campus. The instructor will announce details in the classroom. It is the student’s responsibility to be aware of the hours when the Success Center and/or Community campuses will be open and available for testing. Students must show their student ID to take a test on these campuses.

Threaded Discussion Netiquette: Northeastern technical College encourages all opinions, perceptions, and freedom of thought and writing. NETC also does not tolerate disrespectful, spiteful, or derogatory writing. Please use Netiquette when posting, your grade partially depends on it.

Disabilities Statement: Students with disabilities are encouraged to contact the Dean of Student Services to discuss needs or concerns as they pursue an academic program and participate in campus life. The Dean of Student Services will provide guidance regarding official documentation of disabilities and/or accommodation of needs. (See College Catalog)

COURSE TOPICAL OUTLINE (List topics and sub-topics of course) and Calendar of approximate length of time devoted to topic.

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<thead>
<tr>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Chapter 1: Why Guidance Matters</td>
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<td>Chapter 2: Historical Perspectives and Guidance Theories</td>
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<td>Chapter 3: Understanding Children’s Behavior</td>
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<td>Chapter 4: How to Observe Children</td>
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<td>Chapter 5: serving Culturally Diverse Children and Families</td>
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<td>Chapter 6: Understanding Children with Disabilities or Special Needs</td>
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<td>Chapter 7: Designing Developmentally Appropriate Environments Inside and Out</td>
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<td>Chapter 8: Building Relationships through Positive Communication</td>
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<td>Chapter 9: Understanding the Reasons for Problem Behavior</td>
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<td>Chapter 10: Guidelines for Effective Guidance</td>
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<td>Chapter 11: Guiding Children from Mindless Mistaken Goals to Mindful Responsibility</td>
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LEARNING OUTCOMES/OBJECTIVES OF COURSE: Upon completion of ECD 105 the student should be able to:

1. Discuss the rights of children and how they are implemented in preschool programs.  
   Assessment Example: List the rights of children and provide written or oral explanation of methods of implementation in schools.

2. Utilize age appropriate classroom management systems.  
   Assessment Example: Select at least one classroom management system and explain orally or in writing the classroom management system and why it is appropriate for the age group. Answer questions regarding all systems.

3. Utilize age-appropriate discipline/guidance techniques.  
   Assessment Example: Using situational examples (from observation, other student experiences, etc.), discuss age-appropriate techniques.

4. Utilize effective problem-solving techniques.  
   Assessment Example: Using situational examples, discuss appropriate problem-solving techniques. Recognize inappropriate techniques and explain why they are not appropriate.

5. Analyze an environment with regards to classroom management problems and implement appropriate changes.  
   Assessment Example: Observe a classroom noting classroom management techniques; justify the appropriateness of techniques and suggest alternatives to those deemed inappropriate.

6. Discuss the rights of children and how they are implemented in preschool programs.  
   Assessment Example: List the rights of children and provide written or oral explanation of methods of implementation in schools.

7. Utilize age appropriate classroom management systems.  
   Assessment Example: Select at least one classroom management system and explain orally or in writing the classroom management system and why it is appropriate for the age group. Answer questions regarding all systems.

8. Utilize age-appropriate discipline/guidance techniques.  
   Assessment Example: Using situational examples (from observation, other student experiences, etc.), discuss age-appropriate techniques.

   Assessment Example: Using situational examples, discuss appropriate problem-solving techniques. Recognize inappropriate techniques and explain why they are not appropriate.
10. Analyze an environment with regards to classroom management problems and implement appropriate changes. 
   Assessment Example: Observe a classroom noting classroom management techniques; justify the appropriateness of techniques and suggest alternatives to those deemed inappropriate.

INSTRUCTIONAL METHODS TO COMPLETE LEARNING OUTCOMES/OBJECTIVES:
A. Discussions and postings
B. Written Assignments and activities
C. Tests

EVALUATIVE METHODS TO APPRAISE LEARNING OUTCOMES/OBJECTIVES:
A. TESTS: A total of 3 tests will be given. Each test will cover information from the textbook, course lectures, discussions, and films and will test your understanding of the information covered.  
   300 points—(100 points each)

B. Behavior Resource File: The student will collect 25 articles from various sources—library database, internet, and professional journals.  
   –NO MAGAZINES or ABSTRACTS!!! This assignment will be collected in a 3 ring binder. The articles must focus on ages, birth to 8. The student should read the articles and organize them in the correct category. Read the articles and summarize each. The summaries should be at least 500 words. In addition, include three important facts you learned from each article and complete a 200 word critique of the article. There must be organization to this project. Articles should be submitted together in each category. A cover sheet with author, source, date of publication, page number should be included. This assignment will consist of 5 articles in 5 sections/categories (Total 25). The five categories will be the following: 200 points

   1. Rules/Consequences
   2. Family & Cultural Values/Expectations
   3. Teacher Facilitating Positive/Negative Reinforcement
   4. Classroom Environment (space, equipment, arrangement, materials)
   5. Specific Behavior Problems (ADHD, etc.)

C. OBSERVATIONS: Each student will do a minimum of 2 observations for this class. A cover sheet will be available on Moodle. It must contain the following: dates of each observation and give the time, name of place, and age of the child/children you observe. A minimum of 2 hours is required. Student must observe in 2 different day care settings and 2 different age groups. The cover sheet must be signed by the director or teacher being observed and attached to the typed component. The typed component will consist of a one page anecdotal record (write exactly what you saw, heard, observed) of the observation and 1 page typed response paper on child and teacher behaviors observed in the day care. Therefore, you will have 2 pages to turn in—(2 per visits). Observations must be emailed on or before the date due. 200 points—(100 points each)
D. **PRESENTATIONS**: Students will create a PowerPoint or document from one chapter in the textbook. If it was presented in a regular onsite class it would last at least 15 minutes. Visuals and handouts must be used - videos, overheads, posters, activities, PowerPoint, etc. A detailed checklist will be given out the first day of class. **100 points**

E. **RULES PROJECT**: The student will design two (2) documents depicting class rules for an age group they choose. Use clip art and pictures on the document. It should be representative of a poster that would be used in a classroom. Must be creative to receive a good grade. Rules should be explained in positive words. Pictures and words may be used. **100 Points each**

F. **Participation**: This will be a combination of attendance and homework assignments. **100 Points**

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<tr>
<th>GRADING SCALE</th>
<th>ACTIVITY</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>90 - 100%</td>
<td>Tests</td>
<td>300</td>
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<tr>
<td>80 - 89%</td>
<td>Behavior Resource File</td>
<td>200</td>
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<tr>
<td>70 - 79%</td>
<td>Observations (2 @ 100 pts.)</td>
<td>200</td>
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<tr>
<td>60 - 69%</td>
<td>Presentations</td>
<td>100</td>
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<tr>
<td>&lt;59</td>
<td>Rules Project</td>
<td>100</td>
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<tr>
<td></td>
<td>Participation (10 @ 10 pts.)</td>
<td>100</td>
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<td><strong>Total</strong></td>
<td>1,000 Points</td>
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