Course Prefix and Number: CDYC 211

Course Title: Child Guidance

Course Prerequisites: None


Course Description: Positive guidance, discipline and behavior management techniques are learned skills that create competent, effective early childhood educators. This course will not only give students a background in discipline techniques, but will also provide practical experiences with children and caregivers. Students will gain understanding that positive relationships and supportive interactions provide the foundation for all learning as they work with young children. The philosophy of renowned child guidance specialist, Dr. Becky Bailey, and her Conscious Discipline program will be an integral component of this course. This course requires 3 clock hours observation children of at least 2 different age groups and in at least 2 different settings (Head Start, Center-based, or Pre K- early grades).

Learning Outcomes:

At the end of the course, the student will:

A. identify and analyze typical and atypical characteristics of stages and ages of young children and the relationships between maturational behaviors and learned challenges to plan strategies based on positive reflective, responsive and respectful relationships; (NAEYC Standard 1; NAEYC Standard 3)

B. incorporate tools and technology when guiding, teaching and assessing each child’s developmental progress and learn how to communicate results with each family to determine positive outcomes for his or her child, including families and children with ESL and special needs; (NAEYC Standard 2; NAEYC Standard 3; NAEYC Standard 4) (Computer Information Systems Excel document)

C. discriminate between developmentally and non-developmentally appropriate guidance, teaching, and learning techniques, strategies and technology commonly used by “educarers” to direct each child toward self-regulation in personal care routines, socialization, indoor and outdoor play, and learning; (NAEYC Standard 4; NAEYC Standard 5)

D. evaluate personal ethical responsibilities established in the NAEYC Code of Ethical Conduct and state licensing laws to make constructive decisions to promote positive outcomes for each young child, his/her family, colleagues,
the community, the early childhood profession and society. (*NAEYC Standard 6*)

To achieve the learning outcomes, the student will:

1. when given scenarios, reflect upon and analyze personal strengths and values that you exhibit as you work with young children in order to provide solutions to ethical dilemmas using the NAEYC Code of Ethical Conduct; (D) (NAEYC 6: Key Elements 6a, 6b, 6c)
2. use developmental research to compare, analyze and use technology to develop a chart to determine typical and atypical cognitive, physical, emotional and social growth patterns in young children; (A) (D) (NAEYC 6: Key Elements 6a, 6b, 6c)
3. list skills for initiating positive, respectful, responsive, social relationships with infants, toddlers, preschoolers and early elementary children and provide parents suggestions; (A) (B) (C) (NAEYC 2: Key Elements 2a, 2b; NAEYC 4: Key Elements 4a, 4c, 4d)
4. discuss skills needed for expressing expectations and rules to children; (A) (B) (C) (D) (NAEYC 4: Key Elements: 4c)
5. *develop a file with activities (finger plays, songs, chants, rhymes, games, dialogue, etc.) to promote learning during clean-up, meals, snacks, play, bathroom, and transition times; (A) (B) (D) (NAEYC 4: Key Elements: 4c)
6. *provide the titles, authors, publishers, copyright dates, and summarize ten age appropriate books to use with children about self-concept and dealing with life’s challenges; (C) (NAEYC 4: Key Elements: 4b, 4c, 4d)
7. Provide a list of ways to incorporate technology with children in order to maximize social, emotional, cognitive, and physical development; (C) (NAEYC 3: Key Element: 3a, 3b, 3c, 3d; NAEYC 4: Key Element: 4c)
8. *research and obtain articles or pamphlets from the internet (at least two sources for each) for parents. (A) (B) (C) (D) (NAEYC 4: Key Elements: 4a, 4b, 4c, 4d)

*Also required for the CDA credential*

**Course Requirements:** The following are intended to help the learner meet the stated learning outcomes of the course: students will attend class; students will be evaluated on results of semester exams; students will be required to participate in class discussions and activities.

In addition to requirements stated herein, each instructor will communicate additional requirements unique to his/her section via the instructor’s section syllabus.

**Course Grading Scale:**

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F 59% or below

**Attendance Policy:** The college attendance policy is available at [http://www.bpcc.edu/catalog/current/academicpolicies.html](http://www.bpcc.edu/catalog/current/academicpolicies.html)

**Course Fees:** None

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