STANDARDIZED COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Early Childhood Education 190

COURSE TITLE: Early Childhood Education Behavior Management

COURSE CATALOG DESCRIPTION: This course provides an integrated approach to classroom management. Emphasis is placed on helping early childhood educators meet the needs of the growing number of children with challenging behaviors. This course may require visits, observation and participation in an early childhood education setting.

LECTURE HOURS PER WEEK: 3   **CREDIT HOURS:**   3

LAB HOURS PER WEEK: N/A

PREREQUISITE(S): ECE 101

SECTION II

A. **SCOPE:** The following topics will be included in the framework of the course, but are not intended as limits on content: insights into the developmental process of children birth to age eight) cognitive development of young children, social development of young children, emotional development of young children, physiological development of young children), strategies and techniques for reduction challenging behaviors and applying supportive interventions with young children and caregivers of young children.
B. **REQUIRED WORK:** Observations, Examinations, Paper, Presentation
C. **ATTENDANCE AND PARTICIPATION**: Students are expected to attend each class, arrive on time, complete assignments at the scheduled time and participate in the in-class learning process.
D. **METHODS OF INSTRUCTION**: May include but not limited to Lecture, Discussion, Small group collaborative learning.

   This course fulfills a designated core competency in the area of Social Phenomena Knowledge/Understanding (SP).

E. **OBJECTIVES, OUTCOMES AND ASSESSMENT:**

LEARNING OBJECTIVES	LEARNING OUTCOMES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:	As measured by:
Child development and the developmental process of children from birth to age eight.	Students will identify and explain theories of child development, the major milestones of development and the developmental processes	Observations, Examinations,

	of children in the research to help the student understand the process of guiding young children. (SP1) (SP2)	
The developmental domains.	Students will identify and explain the developmental domains and the research, which will reflect upon the cognitive, physiological, social and emotional development. (SP1) (SP2)	Observations, Examinations
Positive guidance strategies and techniques.	Students will compare and contrast guidance and punishment demonstrating an understanding of direct and indirect guidance of children during routines and explain strategies that promote positive guidance in the classroom. (SP3) (SP5)	Observations, Examinations, Paper and Presentation
Strategies for reducing challenging behaviors and incorporating supportive interventions with children and caregivers that promote pro-social behaviors in the classroom.	Students will explain developmentally appropriate strategies for classroom use and develop strategies for reducing challenging behaviors and incorporating supportive interventions with children and caregivers that promote pro-social behaviors in the classroom. **(**SP1) (SP2) (SP5)	Observations, Examinations, Paper
The role of families in positive guidance	Students explain strategies to support families in guiding young children reflecting on the role cultural diversity on guidance. (SP1) (SP2) (SP4) (SP5)	Observations, Examinations, Paper

Core Competency Assessment Artifact(s):
Assignments from this course that address learning outcomes noted above may be collected to assess student learning across the school.

F.   **TEXT(S) AND MATERIALS**: Basic college level text on health and nutrition for young children.
G.   **INFORMATION TECHNOLOGY**: Knowledge and use of a computer, computer software and the internet.