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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**EEC 1603 POSITIVE GUIDANCE AND BEHAVIOR MANAGEMENT (3 CREDITS)**

Students in this course will explore positive guidance techniques and behavior management strategies in early childhood education. Child-centered approaches, self-management techniques, and conflict resolution strategies designed to establish an environment of respect, cooperation, and social competence in the early childhood environment will be presented.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Developmentally appropriate child guidance techniques

• The role of the adult in helping children learn self-control

• Conflict as a learning opportunity

• Cultural differences in child guidance

• Home/center partnerships in guiding young children

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

  General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will practice a variety of positive guidance techniques that are developmentally appropriate and sensitive to individual and cultural issues.
* The students will develop activities to assist children in developing the skills and language necessary to negotiate and resolve conflicts.
* The students will model self-control and respect in interacting with children and with adults in the learning environment.

2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Investigate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will analyze important background variables which may influence behavior.
* The students will develop opportunities and settings for positive social interaction to help children learn to communicate and get along with others.
1. **COLLEGE-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

**Behavior Management Plan**

The students will develop a research-based plan to provide positive guidance and behavior management to implement in a classroom with a chosen age level/grade level (birth- grade 3).

**Positive Guidance Activities**

The students will create five developmentally appropriate positive guidance activities to model and promote positive interactions between children from toddlerhood - grade 3. One activity will be presented in class.

**Journal Entries**

The Students will write in a weekly journal documenting their experiences with adapting their

responses and attitudes when dealing with behavioral issues with young children.

**Parent Communication Pathways**

Students will develop methods to include parents in discussions concerning behavioral issues.

These may be in the form of newsletters, email communications, or web sites.

**Environmental Design Project**

Students will produce a graphic representation of adaptations made to a classroom environment to help children regulate their behavior. This design should include areas and material to promote social interaction among children and with adults.

**Exam**

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)