



ECCE 2203 SYLLABUS

Semester: Fall 2015
Course Title: Guidance and Classroom Mgt.
Course Number: ECCE 2203

Instructor: Allison Barr, M. Ed.
Email: abarr@southeasterntech.edu
Office Location: Room 314
Office Hours: M-R 8:00-8:30, M 1-4, W 1-4
R 1-3

Credit Hours/Minutes: 3/2250
Class Location: Room 317
Class Meets: T/R 9:00-10:15am
CRN: 20185

Email Address: abarr@southeasterntech.edu
Phone: 912-538-3256
Fax: 912-538-3156

REQUIRED TEXTS: Positive Child Guidance by D. Miller, 7th edition

REQUIRED SUPPLIES: Pencils/Pens, Textbook, Notebook

COURSE DESCRIPTION: Examines effective guidance practices in group settings based upon the application of theoretical models of child development and of developmentally appropriate practices. Focus will be given to individual, family, and cultural diversity. Topics will include developmentally appropriate child guidance (birth to age 12); effective classroom management, including preventative and interventive techniques; understanding challenging behaviors; and implementing guidance plans.

PREREQUISITES: Program Admission

MAJOR COURSE COMPETENCIES/COURSE OUTLINE:

Order	Description
1	Developmentally Appropriate Child Guidance
2	Understanding Challenging Behaviors
3	Effective Classroom Management
4	Implementing Guidance Plans
5	Self-Composure

GENERAL EDUCATION CORE COMPETENCIES: STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

STUDENT REQUIREMENTS: Students are expected to complete all work shown on the attached lesson plan. Students are also expected to complete all tests on the dates specified on the attached lesson plan. Students are responsible for policies and procedures included in the *STC Catalog*. A grade of C or better is required for this class. ECCE STUDENTS must complete a Criminal Background Check during the first quarter in the program and purchase liability insurance before entering a child care facility/school on behalf of STC.

ATTENDANCE GUIDELINES: Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

National Fingerprint-Based Criminal History Background Check: *All students enrolled in ECCE 1121 Practicum and ECCE 2240 Internship must undergo a fingerprint-based criminal history background check through a local Cogent Systems site and receive a Satisfactory Determination Letter from the Georgia Department of Early Care and Learning before beginning their Practicum or Internship at child care facilities. It is the responsibility of the student to pay the fingerprint-based criminal history background check fee. Students assigned to an internship or practicum at a site that is not required to be licensed by DECAL may not be subject to the fingerprinting requirement. These students, however, may be required to meet similar or other standards established by the local board of education. *Additional standards may be established by individual site operators which must be met before a placement at a particular site for internship or practicum is finalized. The final approval of a placement is contingent upon acceptance by the individual center/facility operator.*

MAKEUP TEST(S) / ASSIGNMENTS/QUIZZES: If a student misses a test, a grade of zero will be assigned. Only students with extenuating circumstances (who contact the instructor on or before the day of the test regarding their absence) will be allowed to take a makeup test, which will replace the zero. Assignments will not be taken late (no exceptions). If a student is absent the day of a quiz he/she will receive a grade of zero. Quiz grades cannot be made up. Assignments are not allowed to be turned in late.

PREGNANCY: Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley (478) 289-2274—Vidalia Campus: Helen Thomas Room 108 (912) 538-3126.

SPECIAL NEEDS: Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

SPECIFIC ABSENCES: Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY: Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 --

Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

WITHDRAWAL PROCEDURE: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

CELL PHONE POLICY: Cell phones are not to be used while in class. When a student enters the classroom, the cell phone should be placed on silent or vibrate. If cell phones become a problem, the instructor reserves the right to give a quiz to the entire class each time a phone rings/vibrates or anytime a student is caught using a phone in class.

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook*.

Procedure for Academic Misconduct

The procedure for dealing with academic misconduct and dishonesty is as follows:

--First Offense--

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

--Second Offense--

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

--Third Offense--

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in

compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

GRIEVANCE PROCEDURES: Grievance procedures can be found in the Catalog and Handbook located on STC’s website.

ACCESS TO TECHNOLOGY: Students can now access Angel, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu.

GRADING POLICY:

ASSIGNMENTS	GRADING SCALE		
Tests	30%	A	(90% - 100%)
Assignments/Activities/Quizzes	35%	B	(80% - 89%)
Brochures (6)	30%		
Participation	5%		
	100%	C	(70% - 79%)
		D	(60% - 69%)
		F	BELOW 60

TCSG GUARANTEE/WARRANTY STATEMENT:

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

**Assignments/due dates may change at discretion of instructor!

LESSON PLAN Fall Semester				
Date	Chapter Reading	Content	Assignments/Test Due Dates	*Course Competency Area **General Education Competency Area
Aug 18/20	Begin Chpt 1	Why Guidance Matters Fingerprint info, portfolio (internship) , HepB forms, syllabus, BROCHURES	Cover chapter DUE THURSDAY: FALL PACKET	1 1, 3, 4
August 24/26	Continue Chapter 1 Begin Chapter 3	Why Guidance Matters Understanding Children's Behavior	DUE THURSDAY: Read the Case Study on page 82-83 and answer the 4 questions as completely as possible. Type the questions and answers to turn in.	1 1, 3, 4
Sept	Continue Chapter 3	Understanding Children's Behavior	Discuss Chapter/Part Tuesday: sample guidance plan FINAL GUIDANCE PLAN IS DUE _____ In class: in groups of 3 students will research different curricula: High/Scope; Reggio Emilia; Vivian Gussin Paley's Approach; Creative Curriculum; Montessori; ABECKA --complete a 10 minute presentation SEE RUBRIC —each group choose 1 curriculum to research.	1, 3 1, 3, 4

Sept	Cover Chapter 4	How to Observe Children	<p>DUE Thursday Group presentations over curricula—</p> <p>In class: practice writing observations of children at:</p> <p>http://www.draccess.org/video/library</p> <p>(Desired Results Access Project)</p>	<p>1, 3</p> <p>1, 3, 4</p>
Sept	Chapter 5	Serving Culturally Diverse Children and Families	<p>Discuss part/chapter</p> <p><u>We will WATCH videos for you to type up observations. You will type up one observation per video and answer the following questions about the video.</u></p> <p>*****OBSERVATIONS MUST INCLUDE answers to.....</p> <p>Describe the behavior in detail. How did the teacher handle the behavior? Would you have handled it differently? How? How did the child react to the teacher's correction or lack of it? What is the correct way to deal with the behavior according to the text? DUE NEXT Thursday</p> <p>Go over cultural tips to make all children feel comfortable pages 141-144.</p>	<p>1, 2, 3,4</p> <p>1, 3, 4</p>

Sept	Continue Chapter 5		<p>Continue chapter</p> <p>In Class: Take parenting styles test in class. Discuss results.</p> <p>DUE Thursday (25th) : TYPED OBSERVATIONS WITH ANSWERS TO QUESTIONS</p> <p>View the multicultural calendar under WEBSITES listed on page 155.</p> <p>Work on guidance plan in class</p>	<p>1, 2, 3, 4</p> <p>1, 3, 4,</p>
	Chapter 6	Understanding Children with Ability Differences	<p>Discuss chapter/part</p> <p>DUE NEXT THURS— POWERPOINTS!!!</p> <p>Test over chapters 1-3 on Thursday Oct 2</p> <p>Video clips---behaviors (to watch and discuss)</p>	<p>2, 3, 4</p> <p>1, 3, 4</p>
Oct	Continue Chapter 6	Understanding Children with Ability Differences	<p>Cover chapter</p> <p>In class, work on the 6 brochures. (See attached brochure requirements— make sure to keep a copy and give a copy of each to the instructor.</p> <p>DUE Oct 9th --a copy of each student's PowerPoint (will not be accepted late). Be ready to present— names will be drawn for the order.</p> <p>(make sure you are working on brochures)</p>	<p>2, 3, 4</p> <p>1, 3, 4</p>
Oct	Chapter 7	Designing Developmentally Appropriate Environments	Tuesday if needed: continue PowerPoint presentations	2, 3, 4

			Continue chapter Work on guidance plan	1, 3, 4
Oct	Continue Chapter 7	Designing Developmentally Appropriate Environments	Cover Part/Chapter DUE Tuesday : Be able to answer the questions to the case study on page 207 (Make sure you are working on brochures) In class: video clip on behaviors	5 1, 3, 4
	Chapter 8	Building Relationships through Positive Communication	Cover chapter Work on brochures	5 1, 3, 4
	Continue Chapter 8	Building Relationships through Positive Communication	Cover chapter DUE Tuesday: REVISED and Corrected guidance plan—not accepted late Thursday Nov 6 TEST 4-7 chapters Work on brochures if time permits In class: video clips on behavior	5 1, 3
	Chapter 9	Fundamental Causes of Positive and Negative Behavior	Cover chapter DUE Tuesday: ALL BROCHURES WITH A RUBRIC ATTACHED TO EACH ONE—not accepted late.	5 , 3,

	Chapter 9 Continued	Fundamental Causes of Positive and Negative Behavior	Cover chapter	5
	Chapter 10	Effective Guidance Interventions	Discuss final exam	1, 3, 4
			Tues: Review for final exam TUESDAY: Final Exam: Chapters 8-10 and additional information discussed	

MAJOR COURSE COMPETENCIES/COURSE OUTLINE:

Order	Description
1	Developmentally Appropriate Child Guidance
2	Understanding Challenging Behaviors
3	Effective Classroom Management
4	Implementing Guidance Plans
5	Self- Composure

GENERAL EDUCATION CORE COMPETENCIES: STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.
4. The ability to utilize basic computer skills.

PLEASE DOUBLE SPACE THESE OBSERVATIONS—they should be 1 FULL page each.

Sample OBSERVATIONS to Document Play

Child's name or children's names: Rosa

Date of birth: August, 3, 2001 **Age:** 4 years 2 months

Observer Name: Susan

Date: August 30, 2005

Time: 2:30 p.m. to 2:45 pm

Setting: Rosa plays alone in the water table under the tree in the back yard during outdoor free play.

Rosa is playing with a boat at the water table under the shade tree. She slowly pushes the boat down and looks as the drops of water gradually fill it. She watches it sink, whispering, "Come up now." She lifts it up. She collects small rocks and bark chips from the base of the tree and fills the boat with six large bark chips. "Here you go – Toot! Toot!" she adds three rocks and the boat slowly begins to take on water. Quickly, she piles on two more rocks and the boat sinks. The rocks go down with the ship, but the bark chips come floating to the top. "Pop! Pop!" Rosa pushes one of the chips down again and watches as it pops up as soon as she lets it go.

WRITING RUBRIC: NAME _____ DATE _____

CLASS _____

Turned in on time? Y N _____

	4	3	2	1
Neatly written/typed according to directions	The paper was very neatly written or typed—according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
Length	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
On topic	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
Main Idea(s) /Supporting Details/Cohesion	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Total points _____ X 5 = _____

(Grammar Errors: fragments, run-on sentences, subject-verb agreement...)

Comments:

BEHAVIOR POWERPOINT POINTS TO INCLUDE:

BEHAVIOR: _____

- *Write example scenario—be specific (do not copy from book)
- *3-Ways to PREVENT this behavior from beginning
- *5 ways on how to deal with the problem if it exists now—(explain in detail)
- *List of 3 children’s books to be used with children (title and author)
- *3 user-friendly websites –give EXACT website (not www.google.com) for parents to use to get help/tips—write out entire website—MUST HAVE HYPER LINKS THAT WORK—you must be able to click on the website and pull it up!
- *Must have at least 2 pictures in the PPT
- *should be at least 10 slides in length
- *neatness
- *creativity of brochure
- *accurate information/correct
- *on topic listed below

(This information is very similar to the information that must be included in the 6 brochures!)

CHOOSE FROM THE FOLLOWING FOR YOUR BROCHURES/POWERPOINT. The PowerPoint can be the same as one of the 6 brochures.

Not sharing

Bullying

Tattling

Hitting

Thumb-sucking

Whining

Disruptive

Tantrums

Not cooperating

Clinging

Silliness

Clowning around

Rebelling

fits of anger

mistrust of others

competitiveness

biting

telling adults “no”

pouting

CURRICULUM RESEARCH RUBRIC REQUIREMENTS:

NAMES of Group Members _____

DATE _____

CURRICULUM : _____

Key Features	4	3	2	1
How classroom is organized	The research includes at least 5 facts on how the classroom is organized	The research includes at least 4 facts on how the classroom is organized	The research includes at least 3 facts on how the classroom is organized	The research includes at least 2 facts on how the classroom is organized
Role of the teacher in the curricula	The role of the teacher includes at least 5 facts	The role of the teacher includes at least 4 facts	The role of the teacher includes at least 3 facts	The role of the teacher includes at least 2 facts
What children are served in this program	The description of the children who are served is exceptional.	The description of the children who are served is well-done.	The description of the children who are served is somewhat thorough.	A description of the children who are served is lacking in details.
Materials used	The materials used in the curricula are very well explained	The materials used in the curricula are well explained	The materials used in the curricula are explained somewhat	The materials used in the curriculum are lacking
Statistics of use	The outcomes of the curricula is well defined (after program).	-----	-----	The outcomes of the curricula is not well defined or explained

TOTAL POINTS _____ x 5 = final grade of _____

COMMENTS:

The 5 BROCHURE REQUIREMENTS: (This information will be turned into a rubric for grading each brochure.)
SEE GRADING RUBRIC FOR SPECIFIC REQUIREMENTS!!!!!!

Each brochure must be on one specific behavior listed in syllabus

DEFINE THE BEHAVIOR—tell what it is

One behavior on one tri-fold brochure—on one sheet of paper (front and back—ask people who work in library)

Printed in color—library will do this

Discuss in DETAIL how to prevent that specific behavior (3 specific ways)

Discuss in DETAIL how to deal with that existing behavior (5 specific ways)

3 bibliotherapy children's books for each behavior

3 EXACT websites (not---www.google.com) for more information for each

Neatness

Creativity on brochure

Accurate information on brochure

Pictures/graphics (at least 4)

NAME _____

TITLE _____

CLASS: _____ ECCE 2203 _____

BROCHURE RUBRIC: (one for each brochure)

	4	3	2	1
On correct topic	The brochure was on one of the topics listed on syllabus	----	-----	The brochure was not on one of the given topics
Tri-fold brochure printed on one page	Was a tri-fold brochure on one page	-----	-----	Not a tri-fold brochure and/or not on one page
Ways to prevent behavior	3 or more ways to prevent the behavior were included	2 ways to prevent the behavior were included	1 way to prevent the behavior was included	No methods to prevent
Ways to deal with existing behavior	5 or more ways to deal with the behavior were included	4 ways to deal with the behavior were included	3 ways to deal with the behavior were included	2 or less ways to deal with the behavior were included
Color	Printed in color	---	----	Not printed in color
3 websites	3 or more specific websites were given on topic	2 specific websites were given on topic	1 website was given on topic	No websites were given on topic
Neat	The brochure was extremely neat	The brochure was mostly neat	The brochure was somewhat neat	The brochure needed work in this area
Creative	The brochure was extremely creative	The brochure was mostly creative	The brochure was somewhat creative	The brochure needed work in this area
Accurate	The information was totally accurate	The information was mostly accurate	The information was somewhat accurate	The information was not accurate
Children’s books— titles and authors (titles must be underline to get credit)	There were three or more children’s books included in the ppt	There were 2 children’s books included in the ppt	There was 1 children’s book included in the ppt	There were no children’s books in the ppt
Each “prevention” and “how to deal with” method is explained in detail (not just listed)	All 8 were very explained in detail	6-7 of the prevention and how to deal methods were explained in detail	5 of the methods were explained in detail	Less than 5 were explained in detail
Pictures/graphics included	At least 4 pictures/graphics were included	At least 3 pictures/graphics were included	At least 2 pictures/graphics were included	Only 1 picture/graphics was included

Total _____ X 2.1 = final grade of _____

COMMENTS:

POWERPOINT RUBRIC

NAME _____ TOPIC _____

	3	2	1	0
Scenario	The scenario was extremely well-written	The scenario was well-written	The scenario was somewhat well-written	The scenario was not well written
Ways to prevent	3 or more prevention techniques were discussed	2 prevention techniques were discussed	1 prevention technique was discussed	-----
Ways to deal with behavior	5 or more techniques were included to deal with existing behavior	4 techniques were included to deal with existing behavior	3 techniques were included to deal with existing behavior	2 or less techniques were included to deal with existing behavior
Children's books	Three or more children's books (TITLES/AUTHORS) were listed	2 children's books (TITLES/AUTHORS) were listed	1 children's book was listed (TITLE and AUTHOR)	-----
User-friendly websites	Three or more user-friendly websites were listed—must click on them to show the class (make sure to have the hyperlink)	Two or more user-friendly websites were listed	One user-friendly website was listed	0 user-friendly websites were listed
pictures	The PPT included 2 or more pictures	The PPT included 1 picture	-----	-----
length	The PPT was 10 or more slides	The PPT was from 7-9 slides	The PPT was from 5-6 slides	The PPT was less than 5 slides
neatness	The PPT was totally neat	The PPR was mostly neat	The PPT was somewhat neat	The PPT needed work in this area
creative	The PPT was totally creative	The PPT was mostly creative	The PPT was somewhat creative	The PPT needed work in this area
Accurate information	The information in the PPT was totally accurate	The information in the PPT was mostly accurate	The information in the PPT was somewhat accurate	The information in the PPT was not accurate

TOTAL POINTS _____ x 3.3 = final grade of _____