



**Early Childhood Care and Education (ECCE)  
ECCE 2203 Guidance and Classroom Management  
COURSE SYLLABUS  
Summer Semester 2019**

**COURSE INFORMATION**

Credit Hours/Minutes: 3/2250  
Campus/Class Location: Vidalia Main Building 317  
Class Meets: Monday & Wednesday 10:30-12:45  
Course Reference Number (CRN): 60053  
Preferred Method of Contact: College Email

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Mindy Sumner  
Email Address: [Mindy Sumner \(msumner@southeasterntech.edu\)](mailto:msumner@southeasterntech.edu)  
Campus/Office Location: Vidalia Main Building, Room 316  
Classroom: Main Building, Room 317  
Office Hours: Tuesday and Thursday 9:00-12:00 and 2:00-4:00  
Phone: 912-538-3256

**SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK**

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

**REQUIRED TEXT**

Positive Child Guidance 8th Ed ISBN: 978-1-305-08899-3 Darla Miller, Cengage

Students should not share login credentials with others and should change passwords periodically to maintain security.

**REQUIRED SUPPLIES & SOFTWARE**

Notebook, paper, pen/pencil

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

**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 interceptive techniques; understanding challenging behaviors; and implementing guidance plans.

### **MAJOR COURSE COMPETENCIES**

Topics include:

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

### **PREREQUISITE(S)**

ECCE 1103

### **COURSE OUTLINE**

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.

### **STUDENT REQUIREMENTS**

Assignments must be turned in on the specified date. All work must be printed off and turned in at the beginning of class the date that it is due. If a student is absent from class, all work must be turned in at the beginning of class the next day upon returning to class. If this is not done, a grade of zero will be given for the work. Failure to take tests on the scheduled day will result in a grade of zero for the test not taken. The makeup test must be taken the next day upon returning to class. The zero assigned for the missed test will be replaced with the grade the student makes on the makeup exam. **STUDENTS WILL ONLY BE ALLOWED TO TAKE ONE MAKEUP TEST DURING THE SEMESTER!** Students are responsible for policies and procedures included in the STC Catalog and Student Handbook.

### **ATTENDANCE**

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.

## **STUDENTS WITH DISABILITIES**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

**Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1208

**Vidalia Campus:** Helen Thomas [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

## **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 make arrangements with the appropriate campus coordinator.

**Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1208

**Vidalia Campus:** Helen Thomas [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

## **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (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 for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal

procedure outlined above.

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. A grade 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.

### **MAKEUP GUIDELINES**

Assignments must be turned in on the specified date. All work must be printed off and turned in at the beginning of class the date that it is due. If a student is absent from class, all work must be turned in at the beginning of class the next day upon returning to class. If this is not done, 10 points will be deducted for work turned in late or work not turned in at the beginning of class. Work will not be accepted if it is over one week past the due date. Failure to take tests on the scheduled day will result in a grade of zero for the test not taken. The makeup test must be taken the next day upon returning to class. The zero assigned for the missed test will be replaced with the grade the student makes on the makeup exam. **STUDENTS WILL ONLY BE ALLOWED TO TAKE ONE MAKEUP TEST DURING THE SEMESTER!** Students are responsible for policies and procedures included in the STC Catalog and Student Handbook.

### **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 Handbook.

### **PROCEDURE FOR ACADEMIC MISCONDUCT**

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

#### **1. 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.

#### **2. Second Offense**

Student is given a grade of "WF" (Withdrawn Failing) 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.

#### **3. 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 third 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**

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or

belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<p><b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b></p>	<p><b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b></p>
<p>Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1<sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a></p>	<p>Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1<sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a></p>

**ACCESSIBILITY STATEMENT**

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

**GRIEVANCE PROCEDURES**

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’s website.

**ACCESS TO TECHNOLOGY**

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

**TECHNICAL COLLEGE SYSTEM OF GEORGIA (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.*

#### GRADING POLICY

Assessment/Assignment	Percentage
Tests	25%
Assignments/Activities	35%
Brochures	40%

#### GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

### ECCE 2203 Guidance and Classroom Management Summer Semester 2019 Lesson Plan

Date/Week /Due	Chapter(s)	Content	Assignments	Competency Area
Week 1 Week of May 13th  <b>Due 5/20</b>	Chapters 1 and 2	Discuss Syllabus  Why Guidance Matters  BROCHURES  Historical Perspectives and Guidance Theories	-Read and Cover Chapters -Complete Key Terms for each Chapter -Complete 1 of the Student Activities for each chapter -In groups of 3, students will research different curricula: High Scope; Reggio Emilia; Vivian Gussin; Paley's Approach; Creative Curriculum; Montessori; ABECKA (prepare a 10 minute presentation)  <b>All Assignments Due: 5/22 (at the beginning of class)</b>	1 a, c

<b>Date/Week /Due</b>	<b>Chapter(s)</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
Week 2  Week of May 20th  <b>Due 5/29</b>	Chapters 3 and 4	Understanding Children's Behavior  How to Observe Children	-Read and Cover Chapters -Activities Due -Group presentations over curricula -Work on developing 3 guidance plans 1-infants, 1-toddlers, 1-pre- schoolers <b>(Due: 6/17/19)</b> -Complete Key Terms for each Chapter -Complete 1 of the Student Activities for each chapter -Practice writing observations of children -Test Over Chapters 1-4 <b>All Assignments Due: 5/29</b> <b>(at the beginning of class)</b>	1, 2, 3, 4, 5 a, c
Week 3  Week of May 27th  <b>Due 6/3</b>	Chapter 5	Serving Culturally Diverse Children and Families	-Read and Cover Chapter -Students must create a PowerPoint on a Behavior topic and present to the class. (See Attached Rubric- <b>Due: 6/10/19)</b> -Complete Key Terms -Complete 1 of the Student Activities for the chapter <b>All Assignments Due: 6/3</b> <b>(at the beginning of class)</b>	2, 3, 4 a, b, c
Week 4  Week of June 3rd  <b>Due 6/10</b>	Chapter 6	Understanding Children with Ability Differences	-Read and Cover Chapter -Continue working on PowerPoint Presentation -Work on creating 6 Behavior brochures and make sure to keep a copy and give a copy of each to the instructor <b>(Due: 7/22/19)</b> -Complete Key Terms -Complete 1 of the Student Activities for the Chapter <b>All Assignments Due: 6/10</b> <b>(at the beginning of class)</b>	2, 3, 4, 5 a, b, c
Week 5  Week of June 10th  <b>Due 6/17</b>	Chapter 7	Designing Developmental ly Appropriate Environments Inside and Out	-Read and Cover Chapter -Complete Key Terms -Complete 1 of the Student Activities for the Chapter -Guidance Plans <b>Due: 6/17/19</b> -Test Over Chapters 5-7 <b>All Assignments Due: 6/17</b>	2, 3, 4, 5 a, b, c

<b>Date/Week /Due</b>	<b>Chapter(s)</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
Week 6  Week of June 17th  <b>Due 6/24</b>	Chapter 8	Building Relationships  Guidance Plans Due 6/17/19	-Read and Cover Chapter -Complete Key Terms -Complete 1 of the Student Activities for the chapter <b>All Assignments Due: 6/24</b>	1, 3, 4 a, c
Week 7  Week of June 24th  <b>Due 7/8</b>	Chapter 9	Fundamental Causes of Positive and Negative Behaviors	-Read and Cover Chapter -A list of 20 ways to POSITIVELY deal with stress of teachers/adults -Complete Key Terms -Complete 1 of the Student Activities for the chapter -Test Over Chapters 8-9 <b>All Assignments Due: 7/8</b>	1, 3, 4 a, b, c
Week 8  Week of July 8th  <b>Due 7/15</b>	Chapter 10	Effective Guidance Interventions	-Read and Cover Chapter -Work on brochures -Complete Key Terms -Complete 1 of the Student Activities for the Chapter <b>All Assignments Due: 7/15</b>	5 a, b, c
Week 9  Week of July 15th  <b>Due 7/22</b>	Chapter 11	Mistaken Goals, Motivation, and Mindfulness  Brochures Due 7/22/19	-Read and Cover chapter -Complete Key Terms -Complete 1 of the Student Activities -Brochures Due -Test Over Chapters 10-11 <b>All Assignments Due: 7/22</b>	5, 3 a, b, c

### **COMPETENCY AREAS**

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

### **GENERAL CORE EDUCATIONAL COMPETENCIES**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.



# WRITING RUBRIC

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ASSIGNMENT \_\_\_\_\_

Criteria	4	3	2	1
<b>Neatly written/typed according to directions</b>	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
<b>Length</b>	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
<b>On topic</b>	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
<b>Spelling/Grammar</b>	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
<b>Main Idea(s) /Supporting Details/Cohesion</b>	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

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

Total points \_\_\_\_\_ X 5 = \_\_\_\_\_

Comments:

## BROCHURE RUBRIC: (one for each brochure)

Name: \_\_\_\_\_ Brochure #: \_\_\_\_\_

Criteria	4	3	2	1
<b>On correct topic</b>	The brochure was on topic	----	-----	The brochure was not on topic
<b>Tri-fold brochure printed on one page</b>	Was a tri-fold brochure on one page	-----	-----	Not a tri-fold brochure and/or not on one page
<b>Ways to prevent behavior</b>	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 the behavior were included
<b>Ways to deal with existing behavior</b>	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 fewer ways to deal with the behavior were included
<b>Color</b>	Printed in color	---	----	Not printed in color
<b>3 websites</b>	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
<b>Neat</b>	The brochure was extremely neat	The brochure was mostly neat	The brochure was somewhat neat	The brochure needed work in this area
<b>Accurate</b>	The information was totally accurate	The information was mostly accurate	The information was somewhat accurate	The information was not accurate
<b>Children's books—titles and authors (titles must be underlined to get credit)</b>	There were three or more children's books included in the brochure	There were 2 children's books included in the brochure	There was 1 children's book included in the brochure	There were no children's books included in the brochure
<b>Creative - Pictures/graphics included</b>	Extremely creative- at least 4 pictures/graphics	Mostly creative- at least 3 pictures/graphics	Somewhat creative- at least 2 pictures/graphics	Lacking creativity- 0-1 pictures/graphics

Total \_\_\_\_\_ X 2.5 = final grade of \_\_\_\_\_

## BEHAVIOR POWER POINT RUBRIC:

(Choose a different behavior from what you used in your brochures)

Name: \_\_\_\_\_

Criteria	4	3	2	1
<b>Creative</b>	The power point was extremely creative.	The power point was mostly creative.	The power point was somewhat creative.	The power point was lacking in creativity.
<b>Accurate</b>	The information was totally accurate	The information was mostly accurate	The information was somewhat accurate	The information was not accurate
<b>Pictures/graphics included</b>	At least 4 pictures/graphics were included.	At least 3 pictures/graphics were included.	At least 2 pictures/graphics were included.	0-1 pictures/graphics were included.
<b>“prevention” techniques (Positive Focus Chart 10.5 on page 268) listed and explained</b>	All 10 techniques were explained	7-9 techniques were explained	5-6 techniques explained	Less than 5 techniques were explained
<b>“quick response” techniques (Positive Focus Chart 10.5 on page 269) listed and explained in relation to the specific problem behavior</b>	All 5 techniques were explained and related to specific problem behavior	3-4 techniques were explained and related to the specific problem behavior	2 techniques explained - techniques not related to specific problem behavior	Less than 2 techniques were explained - techniques not related to the specific problem behavior

Total \_\_\_\_\_ X 5 = final grade of \_\_\_\_\_