



Course Name: ECED 1120 Guiding Young Children

Semester Taught: Fall

Credit Hours: 3

Time, and Place:

Instructor Information:

Instructor:	Communication Information:	Office Hours:
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Required Text:

Albrecht, K. & Forrester, M. (2014). *Socio-Emotional Tools for Life*. St. Pau, NM: Red Leaf Press.

Required Materials or Readings: NM Early Learning Guidelines. CYFD.

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Since this is a hybrid class, attendance will be also measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: 3 credit hours equal 45 contact hours.

Catalog Course Description: This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding young children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners and including families as part of the guidance approach. (3, 3T+0L).

Course Objectives:

1. Use assessment and evaluation to apply developmentally appropriate and culturally relevant guidance techniques to support children with self-regulation and problem-solving skills.
2. Articulate the guidance philosophy of your classroom with respect for diverse families and cultural practices.
3. Apply knowledge of child growth and development, mental and physical health, and socio-emotional development to support positive guidance techniques in a classroom setting.

NM Teacher Competencies (InTASC), College of Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC):

A: Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult’s role in supporting each child’s growth, development, and learning. **A.6, A.7, A.10, A.11.**

B: Health, safety and nutrition: Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is appropriate and important to the total development of young



children and their families. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations. **B.1.**

C: Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child’s family, encouraging family involvement, and supporting the child’s relationship with his or her family. The diverse cultures and languages representative of families in New Mexico’s communities are honored. **C.1, C.4, C.7.**

E: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children’s families, cultures, and communities. Early childhood professionals encourage young children’s problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children’s confidence in themselves as competent learners. **E.3, E.7.**

F: Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measure in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. **F.9.**

COE’s Conceptual Framework:

The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

Dispositions-

2. A belief that all students can learn

3. Ethical Behavior

NNMC Student Learning Outcomes:

2. Ability to think critically through analytical, inventive and creative means

3. Demonstrate commitment to address cultural, social, and ethical responsibilities

Assignment Descriptions/ Alignment:

Assignment/Assessment	NMPED Teacher Competencies	Knowledge Skill or Disposition	NNMC SLO		Point Value
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Online Discussions	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objectives 1, 2, 3	K4; D2	2	15 @2 pts	30 pts
Parenting Approaches – Presentation for parents (Week 4) A power point that represents a presentation to parents on parenting practices.	A6, A7, A10, A11, B1, C1, C4, C7 Objectives 2	K4; D2	2,3	1 @20 pts	20 pts
Research paper and power point presentation on positive strategies for promoting socio-emotional development in the classroom (Week 8)	A6, A7, A10, A11, E3, E7 Objectives 2, 3	K4: D2	2	1 @ 20 pts	20 pts
Emotional Learning Lesson and lesson plan (Week 11) Develop a lesson and teach a lesson that demonstrate emotional learning skills to young children	A6, A7, A10, A11, B1, E3, E7 Objectives 1, 2	K4; D2	2,3	1 @ 15pts	15 pts
Case Study and development of Behavior support plan (Week 16) Final project: Observe a child behavior and determine the triggers and consequences for behavior. Develop strategies to address the behaviors.	A6, A7, A10, A11, B1, C1, C4, C7, E3, E7, F9 Objective 1, 2, 3	K4; D3	2,3	1 @ 15pts	15 pts
TOTAL POINTS					100 pts

Course Dates, Topics, Assignments:

Date	Topic/ Text Chapter	Assignment
WEEK 1	Introduction to the guidance tradition. Chapter 1	Answer prompt and respond to peer response
WEEK 2	Supporting strong emotional foundations in children –Chapter 1	Answer prompt and respond to peer response
WEEK 3	The concept of mistaken behavior – Chapter 2	Answer prompt and respond to peer response
WEEK 4	Positive teacher child relationships – Chapter 3	Answer prompt and respond to peer response / Parenting approaches presentation
WEEK 5	Communication with parents; developing partnerships . Chapter 12	Answer prompt and respond to peer response
WEEK 6	Developmentally appropriate practices. Chapter 5	Answer prompt and respond to peer response
WEEK 7	Making healthy emotional connections. Chapter 4	Answer prompt and respond to peer response
WEEK 8	Creating environments for pro-social behaviors. Chapter 10	Answer prompt and respond to peer response /Research paper and PP presentation
WEEK 9	Guidance techniques. Chapter 4 and 5	Answer prompt and respond to peer response
WEEK 10	Guidance techniques. Chapter 6 and 7	Answer prompt and respond to peer response
WEEK 11	Conflict management Chapter 8	Answer prompt and respond to peer response /Emotional Learning Lesson presentation
WEEK 12	Problem solving strategies. Chapter 9.	Answer prompt and respond to peer response



WEEK 13	Managing challenging behaviors – F&A chapter 11	Answer prompt and respond to peer response
WEEK 14	Comprehensive Guidance. Chapter 10 and appendix	Answer prompt and respond to peer response /
WEEK 15	Societal Violence	Answer prompt and respond to peer response
WEEK 16	Bullying	Case Study presentation

Grading:

A+ 100 - 97

B+ 89 - 87

C+ 79 - 77

D+ 69 - 67

F 59 - 0

A 96 - 93

B 86 - 83

C 76 - 73

D 66 - 63

A- 92 - 90

B- 82 - 80

C- 72 - 70

D- 62 - 60

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

