Faculty is required to have the outline submitted to the Academic Affairs Office. The course outline is the form used for approval of new courses by the Academic Affairs and Standards Council.

DEPT. HSER                COURSE NUMBER:  1269

NUMBER OF CREDITS:  2

COURSE TITLE: Guidance, Managing the Physical and Social Environment

CATALOG DESCRIPTION: Teaches how to provide a secure, supportive environment for communicating both thoughts and feelings, and for fostering developmentally appropriate behavior. Emphasis is given to providing nurture, developing realistic expectations for children’s behavior, setting limits and developing self-control.

AUDIENCE: Child Development students, child care and education professionals, anyone wishing to enhance their knowledge of positive child guidance.

FULFILLS MN TRANSFER CURRICULUM AREA(S) (Leave blank if not applicable)
Area: by meeting the following competencies:
Area: by meeting the following competencies:
Area: by meeting the following competencies:

PREREQUISITES OR NECESSARY ENTRY SKILLS/KNOWLEDGE: Prerequisite: STSK0095 or evidence of college level reading ability through assessment test or prior college coursework.

LENGTH OF COURSE : 1 semester

THIS COURSE IS USUALLY OFFERED: Every other year [ ] fall X spring X summer [ ] undetermined [ ]

Four goals are emphasized in course at Minnesota West Community & Technical College:

1) ACADEMIC CONTENT: The academic objectives of this course are:
   a. To evaluate how nurturance, developmentally appropriate feedback and interventions assist children in learning self-regulation of behavior
   b. To identify realistic age appropriate behavioral expectations for young children
   c. To demonstrate an understanding of the various developmental milestones in child development including cognition, language, and behavior
   d. To select problem prevention strategies for the physical environment both for scheduling and for learning activities

2) THINKING SKILLS: This course will help students improve the effectiveness of their thinking skills through:
a. Demonstration of the ability to analyze the effectiveness of varied behavioral intervention techniques
b. Selection of appropriate limit setting commensurate with young children's developmental stage and temperament
c. Comparison of the differences between guidance, discipline and punishment
d. Analysis of children's needs as expressed non-verbally through their behavior

3) COMMUNICATIONS SKILLS: This course will help students improve their oral and written communication skills through:
   a. Participation in interactive discussions with fellow students
   b. Effective presentation of information in a written format
   c. Composition of concise and clear redirection and limit statements

4) HUMAN DIVERSITY: This course will help students recognize, understand, and appreciate human diversity through:
   a. The formulation of culturally responsive and respectful guidance strategies
   b. The examination of children's individual movement through developmental milestones
   c. The design of individual behavior plans to address diverse needs

TOPICS TO BE COVERED: Individual and group guidance techniques, positive adult/child relationships, transitions, physical environment, daily schedule, limit setting, positive social interaction among children, communication strategies, self-esteem, self-regulation of behavior

LIST OF EXPECTED COURSE OUTCOMES:
1. Describe problem prevention strategies for the physical environment
2. Describe problem prevention strategies for the daily/weekly schedule
3. Promote development of self-control and self-esteem in children
4. Identify positive and supportive relationship building
5. Analyze positive guidance techniques
6. Assess culturally responsive guidance strategies
7. Develop the ability to choose individually and developmentally appropriate guidance methods
8. Demonstrate effective communication with children and peers
9. Demonstrate the ability to convey information and concerns, while maintaining confidentiality

LEARNING/TEACHING TECHNIQUES used in the course are:

- Collaborative Learning
- Problem Solving
- Student Presentations
- Interactive Lectures
- Creative Projects
- Individual Coaching
- Lecture
- Films/Videos Slides
- Demonstrations
- Other (describe below)
- Lab

ASSIGNMENTS AND ASSESSMENTS FOR THIS CLASS INCLUDE:

- Reading
- Tests
- Individual Projects
- Oral Presentations
- Worksheets
- Collaborative Projects
- Textbook Problems
- Papers
- Portfolio
EXPECTED STUDENT LEARNING OUTCOMES: Students will understand the relationship between providing appropriate limits, maintaining limits, creating a developmentally appropriate relationship with young children and the children's ability to self-regulate their behavior. In addition, students will understand the role of the physical environment in facilitating positive behavior.

To receive reasonable accommodations for a documented disability, please contact the campus Student Services Advisor or campus Disability Coordinator as arrangements must be made in advance. In addition, students are encouraged to notify their instructor.

Veteran Services: Minnesota West is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently. Active duty and reserve/guard military members should advise their instructor of all regularly scheduled military appointments and duties that conflict with scheduled course requirements. Instructors will make every effort to work with the student to identify adjusted timelines. If you are a veteran, please contact the Minnesota West Veterans Service Office.

This document is available in alternative formats to individuals with disabilities by contacting the Student Services Advisor or by calling 800-658-2330 or Minnesota Relay Service at 800-627-3529 or by using your preferred relay service.

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The information in this course outline is subject to revision.