

Piedmont Technical College Course Syllabus

COURSE INFORMATION

Course Prefix/Number: ECD 105

Title: Guidance-Classroom Management

Responsible Division: Business, Information Technologies and Public Service

Last Day to Withdraw from this Course: For the last date to withdraw from this course, consult the current *Student Calendar*.

Course Description:

For course, credit hour, pre-requisite(s) and co-requisite(s) information, visit the Detailed Course Information page: www.ptc.edu/courses/ECD105.

Textbook and Other Materials:

For textbook information and additional required and/or supplemental materials, visit the [college bookstore](http://www.ptc.edu/bookstore) (www.ptc.edu/bookstore).

Proctored Examinations:

Proctored examinations for distance learning courses taken at non-PTC campuses may require a proctoring fee for each exam taken.

COURSE POLICIES

Course policies are available online through the *Academic Catalog* and *Student Handbook*. Visit the [Course Policies page](http://www.ptc.edu/syllabus/policies) (www.ptc.edu/syllabus/policies) for a detailed list of important policies and more information.

GRADE POLICY

Detailed grading policy information can be found on the [Grading Policy webpage](http://www.ptc.edu/grading-policy) (http://www.ptc.edu/grading-policy). Final grade appeal information is available in the [Academic Catalog](http://www.ptc.edu/catalog/) (http://www.ptc.edu/catalog/).

ACCOMMODATIONS

Accommodations for ADA:

Information is available on the [Student Disability Services webpage](http://www.ptc.edu/ada) (<http://www.ptc.edu/ada>).

TITLE IX HARASSMENT AND SEXUAL ASSAULT INFORMATION

In accordance with Title IX of the Education Amendments of 1972, Piedmont Technical College does not discriminate on the basis of sex in its education programs or activities. Title IX protects students, employees, and applicants from sex discrimination in admissions and employment to include discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. More information regarding Title IX, including contact information for the Title IX coordinators, is available at [Title IX Harassment and Sexual Assault Information](https://www.ptc.edu/about/legal-disclosures/title-ix-harassment-and-sexual-assault-information) (<https://www.ptc.edu/about/legal-disclosures/title-ix-harassment-and-sexual-assault-information>).

RATIONALE

Why do I need this course?

Helping professionals have a primary role in providing emotional support and guidance to the young children with whom they work. This should include helping children develop positive feelings about themselves, help facilitate their ability to interact effectively with others, and teaching them socially acceptable conditions of behavior. When adults are looking upon as comforting and encouraging this type of learning is enhanced. Helping professionals in this course will learn about children's social development and then be presented with information and practice in relationship-enhancement skills and behavior management techniques. This in turn will improve the quality of life for both children and their families.

PROGRAM INFORMATION

For program information including required courses, program learning outcomes, gainful employment information and advisement information, refer to the Academic Program webpage. Go to [Academics](http://www.ptc.edu/academics) (<http://www.ptc.edu/academics>), select your program, and then select Credentials Offered.

COURSE STUDENT LEARNING OUTCOMES

Upon successful completion of this course and/or clinical, each student will be able to:

- Describe how the principles of child growth and development serve as a foundation for working effectively in guiding and shaping behaviors of young children. (NAEYC 1a, 1b)
- Identify age appropriate practices to promote guidance and positive discipline for young children.(NAEYC 4b, 4c)
- Plan and implement strategies and techniques for providing a supportive environment in which children can develop self-control and interact positively with others. (NAEYC 4b)
- Describe strategies for establishing and maintaining positive and productive relationships with families. (NAEYC 2b)
- Identify possible program adaptations to provide an appropriate program for all children, regardless of needs and abilities. (NAEYC 4b)
- Reflect on observations of children in various situations and identify influences on behavior. (NAEYC 1b)

GENERAL EDUCATION COMPETENCIES

Piedmont Technical College General Education Competencies for All Graduates:

This course may address one or more of the following General Education Competencies (assessment will be stated when applicable):

Communicate effectively.

Assessment:

NA

Apply mathematical skills appropriate to an occupation.

Assessment:

NA

Employ effective processes for resolving problems and making decisions.

Assessment:

Students will create a brochure designed to address the needs of a child with a challenging behavior and present this to the class

Demonstrate the basic computer skills necessary to function in a technological world.

Assessment:

NA

To validate proficiency in the general education competencies, students in some programs will be tested using Work Keys.