

**Course Prefix/Number/Title:**

EC 236 Social & Emotional Development and Guidance

**Number of Credits:**

3 credits

**Instructor:**

Jackie Migler, MS

**Office:**

Online, Library 101A, Thatcher  
Phone: 701-228-5672

**Email:**

[Jacalyn.Migler@dakotacollege.edu](mailto:Jacalyn.Migler@dakotacollege.edu)

**Lecture/Lab Schedule:**

Online

**Course Description:**

This course involves the study of classroom management, motivation, building self-esteem, positive discipline strategies, and social/emotional development in children. Topics include approaches to guiding children's behavior, managing the environments, rules and limits, problem behaviors, appreciating oneself and others, dealing with separation, providing appropriate support for children, preventing child abuse, promoting success with appropriate materials and activities, interacting through play, and developing friendships. Students will develop a personal philosophy of child guidance.

**Pre-/Co-requisites:**

None

**Course Objectives:**

**Upon completion of this course, student will:**

- Learn to promote children's self-awareness and self-esteem through verbal and nonverbal communication
  
- Identify and describe factors that contribute to aggressive behavior in children and strategies that help reduce children's aggressive behavior and give them alternative ways to cope with aggression
  
- Identify and describe children's physical, psychological and behavioral reactions to stress and identify strategies for helping children cope effectively with stress.

- Identify and describe ways to help children develop positive peer relationships and friendships and identify teaching strategies that foster children's development of interpersonal skills
- Recognize signs of emotional distress, child abuse, domestic violence and neglect in young children and know responsibility and procedures for reporting suspected abuse or neglect to appropriate authorities
- Learn to provide cooperative learning activities to encourage positive social interaction among children, to promote positive strategies of conflict resolution and to develop personal self-control, self-motivation and self-esteem
- Identify the principles of child guidance based on the developmental characteristics of young children
- Identify positive guidance strategies for children and for groups of children
- Understand and demonstrate how effective teachers arrange the classroom and schedule in order to promote positive social and emotional growth
- Recognize characteristics of a healthy environment that promotes social/emotional development
- Identify the importance of family-school partnership in child guidance
- Demonstrate an increase in understanding of cultural influences on child behavior, both typical and atypical, as evidenced by classroom discussion
- Use reflective observation to develop their own personal philosophy of child guidance

**Textbook(s):**

Miller, D. (2016). Positive Child Guidance (8<sup>th</sup> ed.) Beverly, MA: Wadsworth

**Course Requirements:**

<b>Description of Assignment/ Assessment</b>	<b>CEC Standard</b>	<b>Points Possible</b>	<b>Points Received</b>
Active Participation: Students are required to participate in the course each week. This includes logging in to the course 3 times a week and engaging in meaningful discussion according to the weekly content as well as completing reading assignment. (15 RCQ X 10 pts each = 150) (Discussions 16 X 10 = 160 pts.)		310	
Erickson Project: Students are required to write a reflection paper tying their personal life experiences to Erickson's psychosocial theory. A handout will be provided.	9S3, 9S8, 9S10, 9S11	100	
Inclusion Lesson: Create an age appropriate lesson for young children about disabilities with the learning	55K1, 9K2, 5S1, 5S3, 5S4, 9S1, 9S3, 9S4, 9S5	100	

objective to foster acceptance and respect in your classroom. (Draft – 25 pts, Final Lesson – 75 pts.)			
Midterm: Material covered in the midterm will be from the first half of the course.	5K2, 9K1, 9K2, 3S1, 9S3, 9S4, 9S5	100	
Observation/Reflection: Students will be required to do a child observation. Assignment will include using objective observation strategies, identifying components of the observation sequence, and analyzing the collected data.	9K2, 3S1, 9S1, 9S7	100	
Research/Guidance Paper: Students will select a topic regarding social/emotional development. Assignment will be detailed in class.	9K2, 9S9, 9S10		
Final: Material covered in the final will be from the second half of the course.	3K2, 5K1, 5K2, 9K1, 5S3, 5S3, 9S2, 9S3, 9S4, 9S5, 9S6	100	
Total Points Received:			/920

**Due Dates:**

Each week contains a list of readings and work to complete. All reading and assignments must be completed and submitted by Sunday at midnight. Late work is accepted with a deduction, a few late grades can drop the course grade drastically so please submit work ON TIME. **NO LATE WORK IS ACCEPTED AFTER WEEK 14!!**

**Grades:**

Grades are earned through points and converted into a percentage. Late work is accepted for half credit, a few late grades can drop the course grade drastically so please submit work ON TIME!! Percentages are calculated by dividing the points earned by the total points possible. Grades are assigned to percentages as follows:

Percent	Grade	
90 – 100%	A	Target
80 – 89%	B	Acceptable – high
70 – 79%	C	Acceptable – average
60 – 69%	D	Unacceptable
0 – 59%	F	Unacceptable

**Tentative Course Outline: Refer to Course Schedule**

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):**

<u>The students will demonstrate knowledge of the:</u>	<u>CEC Standards</u>	<u>Evidence/Criteria</u>
--	----------------------	--------------------------

Indicators of abuse	SEP3K2	Final
Demands of various learning environments	SEP5K1	Inclusion Lesson; Final
Rules and procedural safeguards regarding the management of behaviors of individuals with exceptional learning needs	SEP5K2	Midterm; Final
Ethical practices for confidential communication about individuals with exceptional learning needs	SEP9K1	Midterm; Final
Personal cultural biases and differences that affect one's ability to work with others.	SEP9K2	Inclusion lesson; Midterm; Observation; Research Paper
The student will have the ability to:	CEC Standards	Evidence/Criteria
Demonstrate sensitivity to the diversity of individuals and families.	SEP3S1	Midterm; Observation; Research/Guidance Paper
Establish and maintain rapport with learners	SEP3S1	Inclusion Lesson
Use universal precautions and assist in maintaining a safe, healthy learning environment.	SEP5S1	Midterm; Observation; Research/Guidance Paper
Use strategies for managing behaviors as directed	SEP5S3	Inclusion Lesson; Final
Use strategies as directed, in a variety of settings, to assist the development of social skills	SEP5S4	Inclusion Lesson
Perform responsibilities as directed in a manner consistent with laws and policies	SEP9S1	Inclusion Lesson; Observation
Follow instructions of the professional	SEP9S2	Final
Demonstrate problem-solving, flexible thinking, conflict management techniques and analysis of personal strengths and preferences	SEP9S3	Erikson Project; Inclusion Lesson; Midterm; Final
Act as a role model for individuals with exceptional learning needs	SEP9S4	Midterm; Final
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Inclusion Lesson; Midterm; Final
Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator	SEP9S6	Final

### **Student Email Policy:**

Dakota College at Bottineau (DCB) is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

### **Confidentiality:**

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is in preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

### **Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor/Disability Support Services.

### **Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.