

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2011

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 343

Course Title: Guiding and Nurturing Young Children

Reason for initiating, revising, or canceling:

This course is designed to assist students in developing knowledge in guiding and nurturing young children. This course is also an important professional element for ongoing practitioners in the field of Early Childhood Education. The emphasis is on young children's development, using a developmentally appropriate approach to guidance, and thinking critically in making wise nurturing decisions.


Barbara K. Mervalen

Proposer

5.23.11

Date


Dr. Joseph Peters, Director SOE

Department Chair

Date


Barbara K. Mervalen

Dean of Academic Programs and Services

5.23.11

Date

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Course Guide

Course: ED 343 Guiding and Nurturing Young Children

1. **Department**
School of Education
2. **Purpose**
To provide a student with knowledge about young children and their behavior that goes beyond discipline and management, and the need to consider a child's developmental level and the environment.
3. **Description**
 - A. **Required/Recommended Textbook(s) and Related Materials**
Required: Hearnon, Patricia F., and Verna Hildebrand, *Guiding Young Children*. 8th ed. Merrill/Pearson Higher Education, 2009.

Readability level: Grade 12.0
 - B. **Contact Hours**
 1. **Lecture:** 3 hours per week / 45 hours per semester
 2. **Lab:** None
 3. **Other:** None
 - A. **Credits**
 1. **Number:** 3
 2. **Type:** Regular degree units
 - B. **Catalogue Course Description**

This course provides practical knowledge necessary for guiding and nurturing young children in early childhood education. This course offers early childhood professionals basic knowledge about understanding young children's development, using a developmentally appropriate approach to guidance and nurturing in childcare programs and K-3 settings. This course offers a comprehensive treatment that prepares students for working in day-care centers, pre-school, and K-3 environments. Prerequisites: ED 205, ED 211, ED 242, ED 282, and ED 300, all with a grade of "C" or better, or Concurrent Enrollment. English Placement Level: EN 202. Math Placement Level: MA 091. (Offered Fall and Spring)
 - C. **Degree or Certificate Requirements Met by Course**

This course is a required course for the B.S. Degree in Education—Early Childhood Education concentration.

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D. Course Activities and Design

Course activities include, but are not limited to, lectures, discussions, chapter presentations, article or chapter reflections, lesson planning, viewing relevant VHS/DVD tapes, small/large group projects, vignettes, periodic quizzes and tests, and a final exam.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisites: ED 205, ED 211, ED 242, ED 282, and ED 300, all with a grade of "C" or better, or Concurrent Enrollment.

English Placement Level: EN 202.

Math Placement Level: MA 091.

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 3 credit course, cost of the textbook, and the student activities fee.

Cost to the College: Instructor's salary.

Instructional Resources needed for this course include standard classroom materials and supplies such as whiteboard, whiteboard markers, TV/VCR/DVD/AV equipment, VHS/DVD programs, flip-chart papers, permanent markers, multicolored construction papers, library books, Curriculum Resource Center (CRC) materials, occasional photocopying, and other resources as needed.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

Northern Marianas College and School of Education grading and attendance policies will be followed.

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 A Teacher's Role in Guiding Children
- 2.0 Theoretical Foundations of Child Guidance
- 3.0 Understanding Child Development: A Key to Guiding Children Effectively
- 4.0 Supportive Physical Environments: Indirect Guidance
- 5.0 Positive Guidance and Discipline Strategies: Direct Guidance
- 6.0 Using Observations in Guiding Children
- 7.0 Self-Esteem and Moral Identity
- 8.0 Feelings and Friends: Emotional and Social Competence
- 9.0 Resilience and Stress in Childhood
- 10.0 Aggression and Bullying in Young Children
- 11.0 Minimizing Challenging Behavior
- 12.0 Guiding Children during Routines and Transitions
- 13.0 Using the Decision-Making Model of Child Guidance

8. Instructional Goals

This course will introduce students to:

- 1.0 A teacher's role in guiding and nurturing young children;
- 2.0 Theoretical foundations of child guidance;
- 3.0 Guiding children effectively;
- 4.0 Supportive physical environments: indirect guidance;

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- 5.0 Positive guidance and discipline strategies: direct guidance;
- 6.0 Using observations in guiding children;
- 7.0 Self-esteem and moral identity;
- 8.0 Feelings and friends: emotional and social competence;
- 9.0 Resilience and stress in childhood;
- 10.0 Aggression and bullying in young children;
- 11.0 Minimizing challenging behavior;
- 12.0 Guiding children during routines and transitions; and
- 13.0 The decision-making model of child guidance.

9. **Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1.0 Recognize the teacher's role in guiding and nurturing young children;
- 2.0 Discuss the theoretical foundations of guiding young children;
- 3.0 Identify ways to guide young children effectively;
- 4.0 Show how physical environments indirectly impact the guidance process;
- 5.0 Demonstrate the use of positive guidance and discipline of young children;
- 6.0 Create assessment tools, including observations, as a way to evaluate young children's behavior;
- 7.0 Recognize the building blocks of self-esteem;
- 8.0 Identify children's emotional and social competence;
- 9.0 Distinguish resiliency and the types of stress in young children;

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- 10.0 Identify aggression and bullying in young children;
- 11.0 List ways to minimize challenging behaviors in young children;
- 12.0 Give examples of routines and transitions when guiding young children; and
- 13.0 Use the decision-making model of child guidance.

10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Class participation;
- 2.0 Group discussions;
- 3.0 Writing assignments and exercises;
- 4.0 Oral and visual presentations;
- 5.0 Chapter quizzes and/or tests;
- 6.0 Homework;
- 7.0 Group projects; and
- 8.0 A final exam.