

University of Hawaii Maui College
Guidance for Children in Group Settings

1. Course Alpha. See HELP for information.

ED

2. Course Number. See HELP for information.

140

3. Course Title/Catalog Title. See HELP for information.

Guidance for Children in Group Settings

4. Number of Credits. See HELP for information.

3

5. Contact Hours/Type. See HELP for information.

- Hour lecture (3)

6. Course Description. See HELP for information.

Addresses positive ways to support children's social-emotional development. Focuses on adult-child and child-child interactions and relationships.

7. Pre-Requisites. Please click on HELP icon for style sheet.

none

8. Co-requisites

none

9. Recommended Preparation.

ED 131

10. Is this a cross-listed course? See help for information.

FAMR 140 - Guide Childrn Grp Setting

11. Reason for Proposal. Why is this course being proposed or modified? See help for information, as this question requires specific information as part of the explanation.

Hour lab

Changing existing prerequisite. The previous prerequisite (ED 131) is not needed for success in this course. Students who would benefit from this course and are likely to be successful have been blocked due to prerequisite.

12. Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. See help for more information.

Spring 2013

13. Grading Method. What grading methods may be used for this course? See help for information.

- Standard (Letter,Cr/NCr,Audit) (0)

14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? See help for information.

NO

15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. See HELP for more information on SLOs.

Course SLO/Competency	Use observation as a tool to learn about individual children's social/emotional needs	Articulate own beliefs regarding guidance of young children	Collaborate with others to teach guidance practices	Examine consistency between program goals and policies for guiding children in a "real life" work setting	Develop materials for use in the area of child guidance	Use concepts learned in class to analyze a "real life" situation	Use the language of guidance in written form
Know and use guidance strategies appropriate to individual children, groups of children, and situations that promote the development of self-control and prosocial behaviors.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Build respectful relationships with children and families by employing a broad range of positive guidance strategies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Course SLO/GESLO	Oral Communication - Practice ethical and responsible oral communications that meet the needs of a variety of audiences and purposes.	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.
Know and use guidance strategies appropriate to individual children, groups of children, and situations that promote the development of self-control and prosocial behaviors.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Build respectful relationships with children and families by employing a broad range of positive guidance strategies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Course SLO/PSLO	Plan, implement and evaluate curriculum and learning environments to ensure that they promote health, safety, positive development and learning for all children.	Use formal and informal observation and assessment tools and methods to appropriately plan for individual children and groups of children, assess their progress, positively influence their development and learning, and communicate	Communicate appropriately with children and adults from all backgrounds to build respectful, reciprocal relationships.	Use appropriate guidance practices with children.	Advocate for children and their families in the classroom and the program; base decisions and actions on ethical and other professional standards; apply knowledge of development and its multiple influences; participate in ongoing,
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					effectively with families and other professionals.			collaborative learning; demonstrate collaboration, critical thinking and reflection.
Know and use guidance strategies appropriate to individual children, groups of children, and situations that promote the development of self-control and prosocial behaviors.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Build respectful relationships with children and families by employing a broad range of positive guidance strategies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.

Competency/Content	Introduction, overview- 1-2 wk	Guidance as preparation for life- 1-2 wks	Theories of guidance- 1-2 wks	Developmental issues in guidance- 1-2 wks	Role of the environment in guidance- 1-2 wks	Life skills: attachment, affiliation, self-regulation, initiative, problem solving, respect- 4-6 wks	Effective communication- 1-2 wks	Culture and diversity in guidance- 2-4 wks	Challenging behaviors- 1-2 wks	Working with families on guidance issues- 1-2 wks
Use observation as a tool to learn about individual children's social/emotional needs			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Articulate own beliefs regarding guidance of young children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Collaborate with others to teach guidance practices						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Examine consistency between program goals and policies for guiding children in a "real life" work setting						<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Develop materials for use in the area of child guidance		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use concepts learned in class to analyze a "real life" situation			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use the language of guidance in written form		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

17. Recommended Course Content and Timeline. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "RECOMMENDED COURSE CONTENT..." and enter text in that screen. Course content connects to and facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.

Content
Introduction, overview- 1-2 wk
Guidance as preparation for life- 1-2 wks
Theories of guidance- 1-2 wks
Developmental issues in guidance- 1-2 wks

Role of the environment in guidance- 1-2 wks
Life skills: attachment, affiliation, self-regulation, initiative, problem solving, respect- 4-6 wks
Effective communication- 1-2 wks
Culture and diversity in guidance-2-4 wks
Challenging behaviors-1-2 wks
Working with families on guidance issues- 1-2 wks

18. Recommended Evaluation and Assessment Methods. See help for information.

- Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics. (0)
- Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics. (0)
- Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics. (0)
- Includes, but is not limited to: speeches, class talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics. (0)
- Includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics. (0)
- Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics. (0)
- Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics. (0)

Method of Evaluation	Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics.	Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics.	Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics.	Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics.	Includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics.	Includes, but is not limited to: speeches, class talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics.	Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.
Course SLOs							
Know and use guidance strategies appropriate to individual children, groups of children, and situations that promote the development of self-control and prosocial behaviors.							
Build respectful relationships with children and families by employing a broad range of positive guidance strategies.							
Course Competencies							
Use observation as a tool to learn about individual children's social/emotional needs							
Articulate own							

beliefs regarding guidance of young children							
Collaborate with others to teach guidance practices							
Examine consistency between program goals and policies for guiding children in a "real life" work setting							
Develop materials for use in the area of child guidance							
Use concepts learned in class to analyze a "real life" situation							
Use the language of guidance in written form							

Method of Evaluation
Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics.
Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics.
Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics.
Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics.
Includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics.
Includes, but is not limited to: speeches, class talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics.
Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.

19. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on the HELP icon.

Program SLO
Plan, implement and evaluate curriculum and learning environments to ensure that they promote health, safety, positive development and learning for all children.
Use formal and informal observation and assessment tools and methods to appropriately plan for individual children and groups of children, assess their progress, positively influence their development and learning, and communicate effectively with families and other professionals.
Communicate appropriately with children and adults from all backgrounds to build respectful, reciprocal relationships.
Use appropriate guidance practices with children.
Advocate for children and their families in the classroom and the program; base decisions and actions on ethical and other professional standards; apply knowledge of development and its multiple influences; participate in ongoing, collaborative learning; demonstrate collaboration, critical thinking and reflection.

20. General Education Student Learner Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

	Creativity - Able to express originality through a variety of forms.
	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.

	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
<input checked="" type="checkbox"/> selected	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. <input checked="" type="checkbox"/> selected Level 1
	Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.
<input checked="" type="checkbox"/> selected	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <input checked="" type="checkbox"/> selected Level 1

	Creativity	Critical Thinking	Information Retrieval and Technology	Oral Communication	Quantitative Reasoning	Written Communication
Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics.				<input checked="" type="checkbox"/> selected		<input checked="" type="checkbox"/> selected
Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics.				<input checked="" type="checkbox"/> selected		<input checked="" type="checkbox"/> selected
Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics.						<input checked="" type="checkbox"/> selected
Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics.				<input checked="" type="checkbox"/> selected		<input checked="" type="checkbox"/> selected
Includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics.				<input checked="" type="checkbox"/> selected		<input checked="" type="checkbox"/> selected
Includes, but is not limited to: speeches, class talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics.				<input checked="" type="checkbox"/> selected		<input checked="" type="checkbox"/> selected
Includes, but is not limited to: term						<input checked="" type="checkbox"/> selected

papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.						
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GenED SLO

Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.

Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

21. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. See HELP for more information.

22. Method(s) of delivery appropriate for this course. See Help for information.

- Classroom/Lab (0)
- HITS/Interactive TV (0)
- Hybrid (0)

23. Text and Materials, Reference Materials, and Auxiliary Materials. See Help for information.

- Bilmes, Jenna. Beyond Behavior Management. 2nd edition. Redleaf Press, 2012.
- Miller, Darla Ferris. Positive Child Guidance. 5th edition. Delmar, 2011.

24. Maximum enrollment. See Help for information.

30

25. Particular room type requirement. Is this course restricted to particular room type? See Help for information.

NO

26. Special scheduling considerations. Are there special scheduling considerations for this course? See Help for information.

NO

27. Are special or additional resources needed for this course? See Help for information.

no

28. Does this course require special fees to be paid for by students? See Help for information.

NO

29. Does this course change the number of required credit hours in a degree or certificate? See help for information.

No

30. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. See Help for information.

Degree	Program	Category
AA Liberal	AA	LE - Elective

Arts:		
AS:	Human Services - Early Childhood Specialty	PR - Program Requirement
AAS:		
BAS:		
Developmental/ Remedial:		

31. Course designation(s) for other colleges in the UH system.

ED 140

32. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

2011-2012, pg 111

33. General Education Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

Standard 1 - Written Communication Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
Outcome 1.1 - Use writing to discover and articulate ideas.		2
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		2
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		2
Outcome 1.4 - Gather information and document sources appropriately.		2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		1
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		2
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		2
Outcome 1.8 - Demonstrate proficiency in revision and editing.		1
Outcome 1.9 - Develop a personal voice in written communication.		1
Standard 2 - Quantitative Reasoning Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.		
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		0
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		0
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.		0
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.		0
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		0
Outcome 2.6 - Assess the validity of statistical conclusions.		0
Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly.		
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.		1

Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.		0
Outcome 3.3 - Recognize, identify, and define an information need.		0
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.		1
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.		1
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.		0
Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.		
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.		2
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.		2
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.		2
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.		1
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.		1
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.		1
Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems.		
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.		1
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.		1
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.		0
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.		0
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.		0
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.		0
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.		1
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.		0
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.		1
Standard 6 - Creativity Able to express originality through a variety of forms.		
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.		1
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.		2
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.		0
Outcome 6.4: Apply creative principles to discover and express new ideas.		0
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction		0
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.		0

34. Additional Information

Competency

Use observation as a tool to