

CHLDV160 : Guiding Children And Adolescents

General Information

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Course Code (CB01) :	CHLDV160
Course Title (CB02) :	Guiding Children And Adolescents
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000425295
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	CHLDV 160 provides an overview of the developmental, environmental, and cultural factors that impact the behavior of children and adolescents; examines the role of the environment and the teacher in supporting prosocial behavior; and explores techniques to effectively address many types of behavior including those that are aggressive, antisocial, disruptive, destructive, emotional, and/or dependent. Emphasis is on developing culturally sensitive individualized plans for guiding the behavior of children and adolescents in early childhood and K-12 settings. Note: Verification of compliance with SB 792 regarding immunizations and TB clearance required.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	No value
Author:	<ul style="list-style-type: none">Biancheri, Mary Jane
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Child Development/Early Childhood Education
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)	Course Special Class Status (CB13)
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Course is not a basic skills course.

Course is not a special class.

Grading Basis

- Grade with Pass / No-Pass Option

Allow Students to Gain Credit by Exam/Challenge

Pre-Collegiate Level (CB21)

Course Support Course Status (CB26)

Not applicable.

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class (Contact) Hours 54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Advisory****ENGL101 - Introduction to College Reading and Composition****Objectives**

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR**Advisory****ESL151 - Reading And Composition V****Objectives**

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay that summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; and shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions;
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Guest Speakers

Methods of Instruction Presentations

Out of Class Assignments

- Observation of children or adolescents in a classroom setting
- Reflective writing (e.g., write a short paper describing how you would use conflict resolution in the classroom)
- Final project (e.g., prepare for debate between constructivist and behaviorist theory)

Methods of Evaluation

Rationale

Exam/Quiz/Test

Midterm Examination

Exam/Quiz/Test

Quizzes

Exam/Quiz/Test

Final Examination (e.g., reviews of the literature)

Presentation (group or individual)

Oral presentations

Textbook Rationale

No Value

Textbooks

Author

Title

Publisher

Date

ISBN

Delahooke, Mona

Beyond Behaviors: Using Brain
Science and Compassion to
Understand and Solve
Children's Behavioral
Challenges

PESI Publishing

2019

1683731190

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Identify and evaluate personal assumptions and values about challenging behaviors in children and adolescents using developmental theory as a framework for understanding what is developmentally appropriate or typical.

Describe the role of the teacher and the environment in guiding behavior in early childhood and early elementary classrooms.

Demonstrate developmentally appropriate techniques for addressing challenging behavior in children and adolescents including aggression, antisocial behavior, destructive and disruptive behavior, emotional and/or dependent behaviors.

Create culturally sensitive individualized plans to guide the behavior of typically developing children and adolescents as well as children and adolescents with disabilities.

Analyze the developmental, environmental, and cultural factors that impact the behavior of children and adolescents.

SLOs

Identify and interpret challenging behavior in children and adolescents.

Expected Outcome Performance: 70.0

ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions;
Core cultivate creativity that leads to innovative ideas.
ILOs

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

Analyze models of child guidance, recognize effective techniques for supporting challenging behavior and construct plans to meet the needs of the child or adolescent.

Expected Outcome Performance: 70.0

ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions;
Core cultivate creativity that leads to innovative ideas.
ILOs

Compare and contrast strategies and techniques from early intervention and special education models, and apply to the support of challenging behaviors in typically developing children.

Expected Outcome Performance: 70.0

ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions;
Core cultivate creativity that leads to innovative ideas.
ILOs

Course Content

Lecture Content

Introduction and Orientation (2 hours)

Personal Assessment (7 hours)

- Guidance practices of one's parents/guardians
- Personal values related to child guidance
- Personal assumptions about the preschool-age child
- Personal assumptions about adolescents
- Personal assumptions about the adult/child relationship

Overview of Development from 0 - Adolescence: Confronting Personal Values and Assumptions with Developmental Data (8 hours)

- Physical-motor development
- Cognitive-intellectual development
- Social-emotional development

Distinguishing Categories of Preschool, School Age, & Adolescent Guidance (8 hours)

- Environmental
- Interpersonal

Models of Preschool, School Age, & Adolescent Guidance (12 hours)

- Maturational
- Psychoanalytic
- Behavioral
- Cognitive
- Developmental

Selected Contemporary Issues (12 hours)

- Communication with children & teenagers
- Adult guidance attempts and child compliance outcomes
- Guidance: The child & adolescent's perspective
- Enhancing the child's self-esteem
- Dealing with "difficult" guidance situations

Summary and Conclusions (5 hours)

Total Hours: 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

No Value

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources**Did you contact your departmental library liaison?**

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value