

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____
2. Date submitted: _____
3. Date approved: _____ Date revised 3/24/25
4. Department/discipline: Early Childhood Development
5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Positive Child Guidance
Abbreviated course title for Transcripts (25 characters or less): _____
7. Course Designator: CDEV 8. Course Level: 1230
9. Number of Credits: Lecture 2 Lab 1
10. Control Number (on site) 24 Control Number (online) _____

11. Catalog/Course description:

This course provides students with an overview of major theories, principles, and techniques of positive discipline. We will also examine the adult's role and reflect on how our own unique experience with punishment, anger and control affect our discipline style. This course requires students to spend a minimum of 30 hours at a licensed child care/education setting.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Gartrell, Daniel. The Power of Guidance. Albany, New York. Delmar Publishers, 2004.

Kaiser, Barbara & Raminsky, Judy Sklar. Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively. Allyn & Bacon, 2003

Optional Text: Allen, K. Eileen and Marotz, Lynn R. Developmental Profiles Pre-Birth Through Twelve, 4E (SBN 0-7668-3765-3)

14. **Course Content** (Provide an outline of major topics covered in course)

1. Individual Guidance techniques
2. Group Guidance techniques
3. Culturally relevant guidance strategies
4. Family and Staff Coordination
5. Environmental impacts and evaluation
6. Social Environment and expectations

7. Learning environments and expectations
8. Routines and transitions
9. Behavior modification methods
10. Basic behavior planning
11. Developmentally appropriate learning environments and supports
12. Positive communication strategies
13. Problem solving techniques
14. Environmental influences on learning and behavior
15. Child Centered-Observation and Choice

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Implement relationship-based, culturally affirming, and proactive approaches to behavior management to enhance student outcomes and reduce exclusionary practices.	D	4
2. Design and maintain developmentally appropriate, physically and emotionally safe learning environments that support the well-being and development of infants, toddlers, and young children.	C	
3. Assess and support the social and emotional development of children by creating responsive and predictable interactions that foster healthy peer relationships and self-confidence.	C	6
4. Promote resilience and mental health in children by	D	3

addressing the effects of stress and trauma through supportive and nurturing teaching strategies.		
5. Facilitate the construction of social knowledge and self-regulation skills in children by implementing positive guidance techniques and fostering collaboration, problem-solving, and self-acceptance.	B	

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

_____Yes_____No

Minnesota Professional Educators Standards and Licensing Board- MN PELSB
SEP: 8710.2000 Standards of Effective Practice for Teachers (2023)

2C. The teacher understands the importance of relationship-based, culturally affirming, and proactive approaches to behavior and implements these approaches in order to improve student outcomes and reduce exclusionary practices.

8710.3100 TEACHERS OF EARLY CHILDHOOD EDUCATION

A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: strategies for developing an appropriate learning environment that: use guidance and management techniques to accommodate the developmental characteristics of infants and toddlers and to support their need for a sense of security and self-esteem (TECE 3.B.5.e) strategies for assessing an infant's or toddler's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that: establish environments in which responsive and predictable interaction sequences occur; promote healthy peer relationships (TECE 3.B.7.a, 3.B.7.c)

A teacher of young children preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: how to establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children that: acknowledge the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning; acknowledge the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships (TECE 3.C.3.a, 3.C.3.b)

A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: strategies for assessing a preprimary-aged child's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that: establish environments in which responsive and predictable interaction sequences occur; structure the classroom to promote positive and constructive interactions among children; promote healthy peer relationships; build in each child a sense of belonging, security, personal worth, and self-confidence toward learning; allow for the construction of social knowledge, such as cooperating, helping, negotiating, and talking with others to solve problems; facilitate the development of self-acceptance, self-control, and social responsiveness in children through the use of positive guidance techniques (TECC.6.a, 3.C.6.b, 3.C.6.c, 3.C.6.d, 3.C.6.e, 3.C.6.f)

A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: how to establish and maintain physically and psychologically safe and healthy learning environments for primary-aged children that: acknowledge the influence of the physical setting, scheduling, routines, and transitions on children and use these experiences to promote young children's development and learning (TECE 3.D.2.a)

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