COMMON COURSE OUTLINE: Course discipline/number/title: CYFS 1230: Guidance: Managing the Physical and Social Environment

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 2 lecture and 1 lab
3. Prerequisites (Course discipline/number): Test into READ 0840 and ENGL 0910 and 0980.
4. Co-requisites (Course discipline/number): None
5. MnTC Goals (if any): NA

This course provides an exploration of physical and social environmental dimensions that best promote learning and social skill development in young children, infants through school age. Students will be introduced to basic child guidance strategies for individual and group situations. Problem-prevention and positive guidance strategies will be emphasized.

B. DATE LAST REVISED (Month, year): March, 2012

C. OUTLINE OF MAJOR CONTENT AREAS:

Students will explore the components of the physical and social environments and their impact on the behavior of our children from infancy through school-age. Students will learn to design environments for infants, toddlers, pre-schoolers, through school-age. Students will learn to design environments for infants, toddlers, pre-schoolers, school-age, and mixed-age groupings that will promote total development, positive behaviors, pro-social interaction, security, and independence skills. Students will also learn to identify the components of the social and physical environments that may be contributing to individual and group behavior problems.

1. The Physical Environment
   a) Centers
      i. Infants
      ii. Toddlers
      iii. Preschool
      iv. School age
      v. Mixed-age groupings
      vi. Adaptations for children with special needs, including non-English speaking children
   b) Family Child Care
      i. Specialized infant/toddler care
      ii. Mixed-age groupings
   c) Other programs

2. Interest Areas/Planning Developmental Appropriate Materials and Equipment
   a) Centers
      i. Infants
      ii. Toddlers
      iii. Preschool
      iv. School age
      v. Mixed-age groupings
      vi. Adaptations for children with special needs, including non-English speaking children
   b) Family Child Care
      i. Specialized infant/toddler care
      ii. Mixed-age groupings
   c) Other programs

3. The Adult’s role: Managing the Physical Environment
   a) Classroom management and planning
   b) Problem prevention strategies for the physical environment
   c) Problem prevention strategies for the daily/weekly schedule
   d) Problem prevention strategies for the learning activities.
   e) Integrating interest areas and developmental needs

4. The Adult’s role: The Social Environment
   a) Definition of the social environment
C. OUTLINE OF MAJOR CONTENT AREAS: Continued . .
   b) Definition of guidance, discipline and punishment
   c) Understanding intentional misbehavior, experimentation, and mistaken behavior
   d) Prohibited actions: MN DHS rules 2, 3, and 8
   e) Behavior Management Strategies
      i. Distraction
      ii. Redirection
      iii. Ignoring
      iv. Encouragement
      v. Natural/logical consequences
      vi. Focus time
      vii. Timeout
   f) Communication
      i. Positive communication strategies
      ii. Reflective/active listening
      iii. Encouraging/guiding problem-solving/conflict resolution
      iv. Communicating expectations
      v. Communicating effectively with non-English speaking children

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
   1. Demonstrate their understanding of content matter through designing an infant/toddler, preschool and mixed age environment.
   2. Develop and demonstrate appropriate materials/activities for infants/toddlers, preschoolers, school-age, and children with special needs in the areas of art, music creative movement, science, math, cognitive and language/literature activities.
   3. Develop a resource file to be use in the future internship application.
   4. Demonstrate skills in leading small and large group activities appropriate for various age groupings.
   5. Demonstrate their understanding of classroom and individual guidance strategies, and social skill development.
   6. Demonstrate positive communication strategies.
   7. Explain the differences between guidance, discipline and punishment.
   8. Explain developmentally appropriate guidance.
   9. Explain culturally appropriate guidance.
   10. Explain the regulations regarding discipline according to MN DHS rules 2, 3, and 8.
   11. Demonstrate behavior management strategies.
   12. Develop individual guidance plans in application to case studies.

E. LEARNING OUTCOMES (MNTC): NA

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
   1. Written exams
   2. Instructor observation/evaluation of students’ demonstrations
   3. Evaluation of resource file
   4. Evaluation of other written assignments, including case studies
   5. Peer observation/evaluation of students’ demonstrations

G. RCTC CORE OUTCOME(S) ADDRESSED:
   ☑ Communication
   ☑ Critical Thinking
   ☑ Global Awareness/Diversity
   ☑ Civic Responsibility
   ☑ Personal/Professional Accountability
   ☑ Aesthetic Response

H. SPECIAL INFORMATION (if any):
   Special fee