A. Course Description

Credits: 3

Prerequisites: PSYC 308 Child Psychology
OR
PSYC 308T Child Psychology Theory Seminar

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: Goal LS - Upper Division Liberal Studies, Goal 05 - Hist/Soc/Behav Sci

This course addresses the developmentally appropriate strategies to support learning of socially appropriate classroom behaviors for young children. Strategies examined for the course support social development, personal values and citizenship. The developmental and philosophical rationale for selection of behavior guidance strategies and practices are the foundational focus of the course. Students address the differences between discipline, classroom management and positive behavior guidance with particular focus on the cultural and contextual experiences of children in urban communities.

B. Course Effective Dates: 05/02/2018 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Demonstrate sensitivity to the child guidance practices of families and cultures.
2. Demonstrate supportive teacher-child relationships and promote positive peer relationships in diverse classrooms.
3. Demonstrate the ability to use guidance and management techniques to support the social and emotional development of young children from birth to age eight.
4. Design an environment to support young children's behaviors from culturally diverse backgrounds including children with disabilities.
5. Identify ways to promote mental health and reduce the consequences of stress and trauma.
6. Understand child guidance theories and how to apply the theories in diverse early childhood classrooms.
7. Write a behavior plan and develop a hypothetical classroom intervention.

E. Learning Outcomes (MN Transfer Curriculum)

Goal LS - Upper Division Liberal Studies
None

Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Use and critique alternative explanatory systems or theories.
3. Develop and communicate alternative explanations or solutions for contemporary social issues.
4. Examine social institutions and processes across a range of historical periods and cultures.

G. Special Information
Community Engagement
Note: Field work required.