

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-23

I. CATALOG DESCRIPTION

Course Number: ECED 1130
Course Title Social-Emotional Development and Behavior Guidance
Prerequisite(s): None
Catalog Description: Study the stages of development and the multiple influences that impact social and emotional development of children birth through age eight. Gain an understanding of the adult role in the child's life and a wide range of effective techniques for supporting healthy development. Explore effective methods of guiding behavior and determining appropriate intervention.
Credit Hours: 3.0
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Develop an awareness of the stages of social and emotional development for children birth through age eight.
- B. Identify the multiple influences, genetically and environmentally, that influence the social and emotional development of young children.
- C. Identify effective methods of creating positive adult/child, child/child and adult/adult relationships.
- D. Identify developmentally appropriate environments and routines that support healthy social and emotional development of young children.
- E. Determine developmentally appropriate methods of support through observation and assessment of children's development and behavior.
- F. Develop appropriate curriculum to support the healthy social and emotional development of young children.
- G. Identify developmentally appropriate intervention methods to support the healthy social and emotional development of young children.
- H. Develop an awareness and appreciation of the individual likenesses and differences among children, families and colleagues.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

- A. Student Learning Outcomes: *Student will be able to:*
 - 1. Define the stages of social and emotional development.
 - 2. Explore the multiple influences that impact the healthy development of young children.
 - 3. Examine the interconnectedness between the relationships of adult/adult, adult/child, and child/child.
 - 4. Practice appropriate techniques for developing healthy relationships.
 - 5. Explain how environments and routines impact the healthy social and emotional

development of young children.

6. Identify effective methods of observing and assessing children's behavior.
7. Determine effective guidance techniques based on observation and assessment results.
8. Develop appropriate learning experiences to support the healthy social and emotional development of young children.
9. Describe guidance techniques to support children's appropriate choices of behavior.
10. Identify resources to support children with atypical behaviors.
11. Identify appropriate techniques for developing healthy social and emotional growth within families.

B. General Education Learning Outcomes

1. GELO #3: Critical Thinking & Problem Solving

Outcome: Evaluate the validity of arguments, alternatives, data, outcomes, and/or impacts of actions.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

- A. Social and Emotional Development
- B. Unique Characteristics of Children Socially and Emotionally
- C. Development of Supportive Relationships
- D. Appropriate Environments and Routines
- E. Effective Observation and Assessment Methods
- F. Appropriate Curriculum
- G. Effective Behavior Guidance Techniques
- H. Accessing Effective Resources
- I. Providing Support Through Work with the Family

V. INSTRUCTIONAL MATERIALS

- A. Required Text(s):
 1. Krostelnik, Soderman, Whiren, Rupiper, and Gregory. *Guiding Children's Social Development and Learning*. 9th edition, Cengage. ISBN: 13-978-1-285-74820-7.
- B. Other Resources:
 1. Computer Access.

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation typically include a combination of the following:
 1. Presentation methods include, but are not limited to lectures, small and large discussion groups, collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

VII. METHODS OF EVALUATION

- A. Methods of evaluation typically include a combination of the following:

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.
- B. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS:

- A.** A grade of “C” or higher is required to count toward an ECED degree.