

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-21
[Syllabus Statements](#)

I. CATALOG DESCRIPTION

Course Number: ECED 1060
Course Title: Observation, Assessment and Guidance
Prerequisite(s): None
Catalog Description: This course introduces a variety of observation, assessment and guidance strategies used in early childhood education settings birth through age eight.
Credit Hours: 3.0
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Identify the types of observation and assessment based upon Nebraska State Early Learning Guidelines and National Association for the Education of Young Children standards.
- B. Identify principles relevant to observation assessment, and guidance.
- C. Summarize the goals, objectives, and techniques of positive guidance.
- D. Examine biological, environmental, cultural, and other factors that impact children's behavior.
- E. Identify strategies for building partnerships with families and agencies for referrals and collaboration.
- F. 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. Demonstrate the ability to utilize a variety of methods of observation and assessment of children.
 - 2. Compare and contrast the differences between screening and assessment.
 - 3. Analyze observation and assessment results utilizing culturally relevant and ethical principles.
 - 4. Recognize developmentally appropriate guidance techniques for children.
 - a. Analyze biological, environmental, and cultural factors impacting children's behavior.
 - b. Evaluate the possible motives for behavior in young children.
 - 5. Illustrate positive reciprocal communication with educators, families and/or agencies regarding areas of strengths or concerns with children.
 - 6. Explain the importance of positive relationships between parents, educators, and children.
- B. General Education Learning Outcomes
 - 1. GELO #3: Critical Thinking & Problem Solving
Outcome: Collect, identify, interpret and analyze data.

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

- A. Role of Observation and Assessment within the ECED Classroom
- B. Methods of Observation and Assessment
- C. Connections between Observation, Assessment and Guidance
- D. Guidance Techniques
- E. Partnerships with Parents

V. INSTRUCTIONAL MATERIALS

A. Required Text(s):

1. Kersey, Katharine C., and Marie L. Masterson. *101 Principles for Positive Guidance E-TEXT*, 8th edition, Pearson. ISBN: 13-978-0-13-311995-4.
2. Nilsen, Barbara A., *Week by Week: Plans for Documenting Children's Development*, 7th Edition, Wadsworth Cengage Learning, 2017, ISBN: 978-1-305-50100-3.

B. Other Resources:

1. None.

VI. METHODS OF PRESENTATION/INSTRUCTION

A. Methods of presentation typically include a combination of the following:

1. Instructor should make use of varied pedagogical techniques including several of the following: 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:

1. 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