Eastern Illinois University
Revised Course Proposal
FCS 4262, Discipline and Guidance of Young Children

Please check one:  ☐ New course  ☒ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  FCS 4262
2. Title (may not exceed 30 characters, including spaces):  Discipl/Guide Young Children
3. Long title, if any (may not exceed 100 characters, including spaces):  Discipline and Guidance of Young Children
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  2-0-2
5. Term(s) to be offered:  ☐ Fall  ☐ Spring  ☐ Summer  ☒ On demand
6. Initial term of offering:  ☐ Fall  ☐ Spring  ☒ Summer  Year:  2010
7. Course description (not to exceed four lines):  Overview of guidance/discipline theories for use with young children birth to age eight; understanding and preventing challenging behavior; intervention strategies; functional assessment; strategies to minimize or eliminate challenging behaviors; partnerships with parents/families; available resources, and the development of an action plan.
8. Registration restrictions:
   a. Identify any equivalent courses:  None
   b. Prerequisite(s):  None
   c. Who can waive the prerequisite(s)?
      ☐ No one  ☐ Chair  ☒ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites:  None
   e. Repeat status:  ☒ Course may not be repeated.
      ☐ Course may be repeated to a maximum of  hours or  times.
   f. Degree, college, major(s), level, or class:
      This course is restricted to students majoring in the B.S. in Family and Consumer Sciences, ABC (Associate’s to Bachelor’s in Child Care) Program, and B.S. in Career and Technical Education-Family and Consumer Sciences; minoring in Family and Consumer Sciences; and to students in the Lumpkin College of Business & Applied Sciences (or, student from another College who is pursuing a Minor in Family and Consumer Sciences).
   g. Degree, college, major(s), level, or class to be excluded: see preceding point (f.)
9. Special course attributes N/A
10. Grading methods (check all that apply):  ☒ Standard letter  ☐ C/NC  ☐ Audit  ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method:  ☒ lecture  ☐ lab  ☐ lecture/lab combined  ☐ independent study/research
    ☐ internship  ☐ performance  ☐ practicum or clinical  ☐ study abroad  ☐ other
PART II: ASSURANCE OF STUDENT LEARNING

List the student learning objectives of this course:
Students enrolled in this course will:
1. contrast various discipline/guidance theories and define challenging behaviors,
2. explain the origin of, and prevention strategies for, challenging behaviors,
3. apply appropriate intervention techniques,
4. conduct a functional assessment, and
5. develop an action plan to promote positive, acceptable, social behavior including family/parents, teaming, and resources.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
This is not a general education course.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
This course is not offered for graduate credit.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
- Students will periodically engage in group/individual discussions and provide brief reports to the class. In addition, students may be required to write very brief response papers to subjects of discussions, films, or application instructions. (Objectives 1-5)
- Students will write behavior anecdotes in a reflective journal. (Objective 1)
- Students will research a topic related to discipline and guidance and present it electronically to peers. This assignment will serve as a capstone to the course. (Objectives 1-3)
- Students will complete an Action Plan for effective strategies for challenging behavior. (Objectives 2, 4, 5)

3. Explain how the instructor will determine students’ grades for the course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions and group work</td>
<td>35</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>10</td>
</tr>
<tr>
<td>Research Project</td>
<td>30</td>
</tr>
<tr>
<td>Action Plan</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>110</strong></td>
</tr>
</tbody>
</table>

Grading Scale:
- 99-110 points (90-100%) = A
- 88-98 points (80-89%) = B
- 77-89 points (70-79%) = C
- 66-78 points (60-69%) = D
- 66 or fewer points (59% or less) = F
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:

   Students will be assigned a discussion question each week concerning material covered. They will also be required to post a response to at least one other student. A discussion rubric will be used to evaluate the content of the discussion.

   The course will be divided into weekly modules with a specific topic of focus for each module.
   - Module/Week 1: Introductions, course objectives, personal theories.
   - Module/Week 2: Definition of challenging behaviors, anticipating/prevention.
   - Module/Week 3: Reasons for challenging behaviors.
   - Module/Week 4: Intervention techniques.
   - Module/Week 5: Functional assessment.
   - Module/Week 6: Strategies to minimize and eliminate challenging behavior.
   - Module/Week 7: Working with families/resources.
   - Module/Week 8: Developing an action plan.

   Each module will require students to read assigned material, view PowerPoint slides (with audio and video selections) and work on brief written assignments. Each weekly writing assignment will be shared with the remainder of the class in a discussion format. Specific criteria will be provided for each assignment (i.e., APA format, minimal length and timeline for response, quality and depth of reflection on content and analysis of materials). Participation in discussion will be monitored. To engage the students in effective interaction, projects, discussion and reflective sessions will be utilized as well as quantitative testing.

   b. Describe how the integrity of student work will be assured:

   The instructor will correspond with each student on a regular basis. Each posting on the discussion board and the assignment boxes reflect the student’s name and will be monitored carefully. A portion of the assignments are not rote memorization and are structured in a manner that will allow for the integration of material on a deeper level than mere memorization. Turnitin plagiarism software will be used to help ensure original and authentic written work. WebCT will allow for a structured open-book testing format.

   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., email, web-based discussions, computer conferences, etc.):

   Each student will be interacting directly with one another via WebCT. Discussion boards, email, chat rooms, whiteboards, blog and assignment boxes will be used for direct communication. In-service assignments will be made available for each student to peruse and evaluate. Students will also have the opportunity to correspond through telephone or in person if they so desire.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit.

   N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

   N/A
PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week 1: Introductions, definitions and personal theories.
   I. Guidance/disciplines theories
   II. Definition of challenging behaviors and application to learning environment

Week 2: III. Prevention of challenging behaviors
   A. Anticipation of behavior
   B. Prevent situation
   C. Teach/help child
   D. Help build a new pattern

Week 3: IV. Reasons for challenging behavior

Week 4: V. Intervention techniques
   A. Manipulate the environment
   B. Manipulate the program
   C. Manipulate the social context
   D. Change "own" approach to child
   E. Understand child's perspective

Week 5: VI. Functional assessment
   A. Establish team
   B. Work with families
   C. Conduct assessment

Week 6: V. Strategies to minimize or eliminate challenging behaviors

Week 7: VI. Working with families/parents to prevent or work on challenging behaviors
   VII. Resources and referrals
      A. Identify resources
      B. Determine when to refer

Week 8: IX. Developing an action plan

PART IV: PURPOSE AND NEED
1. **Explain the department’s rationale for developing and proposing the course.**

   a. This course is one of 22 Family & Consumer Sciences Special Topic courses written specifically for the Certification of Learning on an Alternative Schedule (CLAS) program that has since been renamed the Alternative Bachelors for Childcare (ABC) education program and approved as such between 1999-2000. This course has been part of a series of modules scheduled in a two-year rotation and offered repeatedly. The ABC modules consist of 60 hours of coursework, of both existing FCS courses and courses written specifically for the program.

   The ABC program was designed to meet current Illinois legislation requiring Bachelors degrees for Childcare providers by the year 2011. Completion of the ABC program prepares students to seek the Illinois Director Credential as the program has been deemed an “Entitled Program”. This course is offered as part of the curriculum for the BGS option in Childcare program.

   Note: Admission to the ABC program is limited to those students with a two-year degree in early childhood education (or a related discipline) and currently working in the field who are seeking a Bachelors of General Studies degree with the proposed Childcare Education option through the School of Continuing Education.

   b. The course is currently taught off campus in a traditional face-to-face format. Offering an online option will enhance the accessibility of the program to students.

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

   This course reflects upper-level work and requires a level of experience in, and/or familiarity with, the field of early childhood education; therefore enrollment in the ABC program is required. In unique circumstances, the instructor may determine that a student has the knowledge base to allow enrollment in the course based upon a combination of prior coursework and life experience.

3. **If the course is similar to an existing course or courses, justify its development and offering.**

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. This course is specific to the field of Childcare with a focus provided by the discipline of FCS. The course does not duplicate any other FCS undergraduate course or courses in the College of Education and Professional Studies.

   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. N/A

4. **Impact on Program(s):**
a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. This course is required for completion of the Bachelors of Arts in General Studies, option in Childcare Education (ABC program).

b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. This is not a graduate level course.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Mikki Meadows, PhD has primary oversight of the ABC program and will teach this course or delegate a qualified FCS faculty member in consultation with FCS administration

2. Additional costs to students: None


PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: January 26, 2010

Date approved by the college curriculum committee: March 1, 2010

Date approved by the Honors Council *(if this is an honors course)*: N/A

Date approved by CAA: March 11, 2010
*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).