



Course Prefix/Number/Title: EC 236 Social & Emotional Development & Guidance

Number of Credits: 3

Course Description: This course involves the study of classroom management, motivation, building self-esteem, positive discipline strategies, and social and emotional development in children. Topics include approaches to guiding children's behavior, managing the environment, rules and limits, problem behaviors, appreciating oneself and others, dealing with separation, providing appropriate support for children, preventing child abuse, promoting success with appropriate materials and activities, interacting through play, and developing friendships. Students develop a personal philosophy of child guidance.

Pre-/Co-requisites: None

Course Objectives:

- Students will recognize characteristics of healthy interactions between teacher/child and child/child.
- Students will demonstrate an increase in understanding of cultural influences on child behavior—both typical and atypical, as evidenced by classroom discussion.
- Students will learn to promote children's self-awareness and self-esteem through verbal and nonverbal communication.
- Students will identify and describe ways to help children develop positive peer relationships and friendships and identify teaching strategies that foster children's development of interpersonal skills.
- Students will recognize signs of emotional distress, child abuse, domestic violence, and neglect in young children and know responsibility and procedures for reporting suspected abuse or neglect to appropriate authorities.
- Students will use individual and group guidance and problem-solving techniques to develop positive and supportive relationships among children.
- Students will identify the principles of child guidance based on the developmental characteristics of young children.
- Students will understand and demonstrate how effective teachers arrange the classroom and schedule in order to promote positive social and emotional growth.

Instructor: Hattie Albertson

Office: Online

Office Hours: Online by Appointment

Phone: 701-263-1364

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Lecture/Lab Schedule: Online

Textbook(s): Positive Child Guidance – 8th Edition – Darla Ferris Miller

Course Requirements: Completion of all reading, viewing, and written activities to a level commensurate with college-level rigor

Tentative Course Outline:

Part I Preparing for Positive Guidance
Part II: Valuing the Uniqueness of Each Child
Part III: Preventing Behavior Problems
Part IV: Positive Interventions
Final Project

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): Employs industry-specific skills in preparation for workplace readiness

Relationship to Campus Focus: The goal of the Education and Human Development Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement. The Education and Human Development Department is committed to an environment that promotes quality education.

Classroom Policies: Students are expected to stay on track throughout the semester. It is recommended that students must utilize Blackboard Messages or email as the preferred contact for timely responses in the course. Reach out anytime with questions or concerns.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the

College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	• Determine if the use of generative AI could enhance student learning in any assignment or project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.