



Bethesda University

730 North Euclid Street, Anaheim, California 92801 Tel: (714)517-1945, Fax: (714)683-1440

EC 310 Guidance and Discipline Spring 2015

Professor	
Class Hour: Thursdays 12:30 - 3:00pm	Class Room: 205
Office: 304	Phone: 714-683-1214 (ECE office)
Office Hours/ Consultation: Tue, Thu, Fri at 9:00-3:30	E-mail: songjuahn@buc.edu
	Credit Unit: 3

A. Bethesda University Mission Statement

Bethesda University is a Christ-centered community of higher education preparing Korean/English speaking men and women with professional competence, academic excellence, and spiritual integrity to be servant leaders in the Church, community, and global society.

B. Relationship of Course to Bethesda University's Mission

Students will be learning theories, principles and practices of guidance. Applying the knowledge from the lecture, students will be able to develop their own guidance strategies.

C. Course Description

This class will explore effective disciplinary methods and guidance techniques for various situations. It will focus on effective classroom management skills for child care workers.

D. Course Objectives & Student Outcomes

After completing this course, students will have achieved the following:

	Expected Student Outcomes	Assessment Used to Measure Outcomes
Spiritually	Develop biblical teaching principles.	Best Insight
Intellectually	Comprehend the essential elements of guiding young children. Summarize the guidance strategies from multiples resources	Best Insight Guidance strategies
Socio-Emotively	Appreciate the guidance techniques in classroom management.	Best Insight



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Vocationally	Analyze and evaluate children's behaviors and teacher's guidance techniques from observation. Apply positive guidance and discipline strategies.	Observation report Presentation
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E. Teaching/Learning Methods

- Textbook and handout reading
- Lecture
- Best Insights
- Video clips
- Discussion
- Observation
- Presentation
- Field Trip

F. Required Textbook(s)

No.	Title	Author	Publisher	Year
	<i>Challenging behavior in young children: Understanding, preventing, and responding effectively, 3rd ed.</i>	Kaiser, Barbara & Rasminsky, Judy S.	Allyn & Bacon	2011
	<i>Guidance of young children, 8th ed</i>	Marion, Marian	Merrill Prentice Hall	2011

G. Recommended Reading and Other Course Resources (All reserved for reading)

Please, provide at least 5-10 recommended book on the subject and prioritize by importance and popularity. The library will try to buy those books if not already there.

Title	Author	Publisher	Year
<i>Seamless faith: Simple practices for daily family life</i>	Smith, T.	Chalice Press	2014
<i>Constructive Guidance & Discipline, 5th ed.</i>	Marjorie Fields, Nancy J. Perry, & Debby Fields	Pearson	2010
<i>거룩한 부담, 자녀양육</i>	에버하르트 플라테 저. 강미경 역	아가페북스	2012
<i>성경으로 키우는 엄마</i>	최에스더	규장	2012
<i>내 아이를 위한 감정코칭</i>	존 가트맨, 최성애, 조벽	한국경제신문	2011
<i>아이의 자존감</i>	정지은, 김민태	지식채널	2011
<i>성경에서 찾은 자녀 교육의 비밀:</i>	전성수	두란노	2009



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	말씀으로 키운 자녀가 세상을 이긴다			
	좋은 부모 되기 40 일 프로젝트	송재환	도토리 창고	2009
	성품 좋은 아이로 키우는 자녀 교육법	이영숙	두란노	2008
	부모들이 반드시 기억해야 할 쓴소리	문용린	갤리온	2006
	사랑과 원칙이 있는 자녀 교육 (Parenting with love and logic)	Cline, Foster & Fay, Jim 저. 홍종락 역	생명의 말씀사	2004
	아이가 축복받는 바른 훈계법: 훈계, 어떻게 할까?	이영숙	나침반	2001
	자녀를 위한 5 가지 사랑의 언어 (The five love languages of children)	Chapman, Gary & Campbell, Ross. 장동숙 역	생명의 말씀사	1998

H. Course Calendar/Schedule, include the following

N	Date	Theme	Reading	Assignments
1	2/26	Introduction		
Last Day to Request Add/Drop is Friday of First Week				
2	3/05	Teacher's Role		
3	3/12	Theoretical Foundations of Child Guidance	1	Best Insight
4	3/19	Understanding Children	2	
5	3/26	What is Challenging Behavior? Risk Factors and Protective Factors	3	
6	4/02	Establishing Relationships Opening the Culture Door	5, 6	Observation
7	4/09	Preventing Challenging Behavior: The Social Context	7	
8	4/16	Preventing Challenging Behavior: Physical Environment	8	
Last Day to Request Grade Withdrawal "W" is Friday of 8 th Week				
9	4/23	Easter Recess		
10	4/30	Positive Guidance and Discipline strategies Routines & Transitions	9	
11	5/07	Decision making model of child guidance		Book Report
12	5/14	Using Observation in Guiding Children		
13	5/21	Positive Behavior Support and Functional Assessment	10	
14	5/28	Guiding Children with Disabilities	11	
15	6/04	Working with Families and Other Experts Bullying	12, 13	Presentation



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16	6/11	Evaluation		
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I. Assignments

- **Best Insight:** Write down one sentence of the best insight you got from the class or the text book. At the end of the semester revise the weekly writing and make it as a list of best insights of the class.
- **Observation report:** Visit preschools, local churches, and child care centers in your area. Observe what common challenging behaviors are and how the teacher guides the behaviors. You may use the Functional Assessment Observation Form and Chart in p. 280-282.
- **Book report:** Choose a book from the recommended book list. Write a summary of the books and discuss the strengths, weaknesses, and recommendations for the book.
- **Guidance Strategy Presentation:** Choose five challenging behaviors from the list handed out in the class. Based on the research findings discuss 1) the characteristics of the behaviors, 2) the causes of the behaviors, and 3) the guidance strategies. Make enough copies of the summary paper to pass out in the class. Presentation will be about 15 minutes.

J. Evaluation/Assessment Rationale for Grade Determination

1. Grade Assessment

Attendance and Participation	15%
Best Insight	15%
Observation report	20%
Book report	25%
Presentation	25%

2. Grade definition

A	Excellent
B	Good
C	Satisfactory
D	Poor
F	Failure

3. Grade scale

Letter Grade	Numeric Grade	Grade Points
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0



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B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	59 or below	0

K. Course Policies

1. Attendance, Preparation, and Participation:

Three or more absences will result in failing the class. Being late two times will be counted as one absence.

Cell phones should be turned off or silent so students can study without interruption.

Any student interrupts the class will be 1) warned and then 2) asked to leave the room, 3) and finally the grades will be affected.

2. Deadlines:

All course work is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by 4:00 p.m. on the last day of the semester.

3. Make-up work:

If students have excuses for absences, the person needs to notify the professor in advance and can turn in make-up work for the day.

4. Other policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Student Handbooks and Catalog.

Plagiarism and cheating are unacceptable. Plagiarism is defined as the use of someone else's ideas, arguments or other original material without acknowledging the source.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the semester due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition.

After a semester has ended it is no longer possible to request an incomplete.

Incompletes must first be approved by the Academic Affairs office. To apply for incomplete, students must fill out an incomplete-grade-request form and submit it to the office by December 5, 2014. After receiving approval from the office, the student must then obtain approval from his or her instructor.