OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	September 1993
COURSE REVISED IMPLEMENTATION DATE:	January 2015
COURSE TO BE REVIEWED:	March 2020
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ECE 102	Professional Studies / ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Introduction to Early Childhood Guidance
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course is an introduction to the history and philosophies of the ECE field as they relate to child guidance. A focus is on the role of early childhood educators in guiding and caring for young children in a group setting.

PREREQUISITES: ECE 100 and ECE 103; or department head's permission.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **45**

STRUCTURE OF HOURS:

Lectures:	**35**	Hrs
Seminar:		Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:	**10**	Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **36**
Expected frequency of course offerings: **Annually**
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**George Melzer**		
Department Head:	**Maple Melder Crozier**	Date approved:	**November 2013**
Campus-Wide Consultation (CWC)		Date of meeting:	**n/a**
Curriculum Committee chair:	**Maple Melder Crozier**	Date approved:	**December 13, 2013**
Dean/Associate VP:	**Rosetta Khalideen**	Date approved:	**December 13, 2013**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**March 28, 2014**

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Identify the process of guiding and teaching young children
- Interpret new trends in the field of early childhood education which promote higher quality in child care services
- Interpret commonly-observed behaviour of children
- Demonstrate knowledge of the competency-based evaluation of guidance practices in ECE
- Become equipped with resources and information necessary to guide and care for children in early childhood programs
- Recognize their own feelings in relation to the behaviours of children

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, demonstration, small group practice, discussion, use of models and charts

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Hearron, P.F., Hildebrand, V.P., (2012). Guiding Young Children, 9th Ed. Toronto, ON: Pearson.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Quiz #1	25%
Quiz #2	25%
Mid term exam	25%
Final exam	25%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Introduction to theories of guidance and discipline
Caring for children in group settings
Specific techniques in child guidance
Guiding young children indirectly toward self-regulation
Guiding young children directly
General considerations in child guidance
Appreciating positive behaviour
Recognizing negative behavior
Being a significant adult in children's lives
Communicating with parents of young children
Developing human resources
Using values as a basis for action
Responding to children's feelings and behaviours