

COURSE IMPLEMENTATION DATE: { September-1993 }  
 COURSE REVISED IMPLEMENTATION DATE: { September-2001 }  
 COURSE TO BE REVIEWED: { September-2005 }  
 (FOUR (4) YEARS AFTER IMPLEMENTATION DATE) MONTH / YEAR

**OFFICIAL 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 and material will vary ~ see course syllabus available from instructor

FACULTY/DEPARTMENT:		
ECE 102	ECE 131	3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
Introduction to Early Childhood Guidance		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course is an introduction to participants on the history and philosophies of the ECE Field; to the legal, fiscal and social contexts of ECE; and to the variety of programs and learning environments for groups of young children; and (especially) to the role of the early childhood education in guiding and caring for young children.

**PREREQUISITES:** Acceptance to the ECE Certificate and Permission from the Department Head  
**COREQUISITES:** First semester courses

<b>SYNONYMOUS COURSE(S)</b>	<b>SERVICE COURSE TO:</b>
(a) Replaces: _____ (Course #)	_____ (Department / Program)
(b) Cannot take: _____ for further credit (Course #)	_____ (Department / Program)

<b>TOTAL HOURS PER TERM:</b> <span style="border: 1px solid black; padding: 2px;">45</span>	<b>TRAINING DAY-BASED INSTRUCTION</b>
<b>STRUCTURE OF HOURS:</b>	<b>LENGTH OF COURSE:</b> _____ N/A
Lectures: _____ hrs.	<b>HOURS PER DAY:</b> _____ N/A
Seminar: _____ hrs.	
Laboratory: _____ hrs.	
Field Experience: _____ hrs.	
Student Directed Learning: _____ 10 hrs.	
Other (Specify): _____ hrs.	
<b>Combination of Lecture and Lab Hours:</b> _____ 45 YES/NO	

<b>MAXIMUM ENROLMENT:</b>	36
<b>EXPECTED FREQUENCY OF COURSE OFFERING:</b>	Once per year
<b>WILL TRANSFER CREDIT BE REQUESTED?: (Lower-level courses only)</b>	YES _____ NO <input checked="" type="checkbox"/>
<b>WILL TRANSFER CREDIT BE REQUESTED?: (Upper-level requested by department)</b>	YES _____ NO <input checked="" type="checkbox"/>
<b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>	YES _____ NO <input checked="" type="checkbox"/>

<b>AUTHORIZATION SIGNATURES:</b>	
Course designer(s): <span style="border: 1px solid black; padding: 2px;">Gwen Clarke</span>	Chairperson: <span style="border: 1px solid black; padding: 2px;">(Curriculum Committee)</span>
Course reviewed by: <span style="border: 1px solid black; padding: 2px;">(type name in this field)</span>	Dean: <span style="border: 1px solid black; padding: 2px;">Jackie Snodgrass</span>
Department Head: <span style="border: 1px solid black; padding: 2px;">Christine Puder</span>	
PAC Approval in Principle Date: <span style="border: 1px solid black; padding: 2px;">(type date in this field)</span>	PAC Final Approval Date: <span style="border: 1px solid black; padding: 2px;">January 31, 2001</span>

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. To understand the process of guiding and teaching young children.
2. To understand new trends in the field of Early Childhood Education which promote higher quality in child care services.
3. To understand commonly observed behaviour of children
4. To become aware of the competency-based evaluation of guidance practices in ECE
5. To become equipped with resources and information necessary to guide and care for children in Early Childhood Programs
6. To understand one's own feelings in relation to the behaviours of children.

METHODS:

- Lecture
- Demonstration
- Small group practice
- Discussion
- Audio-visual presentations
- Use of models and charts

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR YES   X   NO       

METHODS OF OBTAINING PLAR:

i.e. Projects and portfolios

TEXTBOOKS, REFERENCES, MATERIALS:

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

- Dorothy Corkille Briggs - *Your Child's Self-Esteem*
- Hildebrand, 6th Edition - *Guiding Young Children*
- Province of BC - *Guidance and Discipline with Young Children* - available from instructor

REFERENCE:

Ferris-Miller, Darla - *Positive Child Guidances* - on reserve in the library.

SUPPLIES / MATERIALS:

**STUDENT EVALUATION:**

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

Quiz	20%
MidTerm	25%
Journal	10%
Research Paper Presentation	20%
Final	25%
TOTAL	100%

**COURSE CONTENT:**

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

I. Introduction to Theories of Guidance and Discipline

II. Caring for Children in Group Settings

III. Specific Techniques in Child Guidance

- Guiding Young Children Indirectly Toward Self Direction
- Guiding Young Children Directly.

IV. General Considerations in Child Guidance:

- Knowing children
- Appreciating positive behaviour
- Understanding negative behaviour
- Being a significant adult in children's lives
- Communicating with parents of young children
- Developing human resources
- Valuing as a basis for actions

V. Responding to children's feelings and behaviours

- preparation for practicum