

COURSE IMPLEMENTATION DATE: September 1993
 COURSE REVISED IMPLEMENTATION DATE: January 2009
 COURSE TO BE REVIEWED: January 2013
(four years after UPAC 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 COURSE NAME/NUMBER	ECE/CYC FACULTY/DEPARTMENT	3 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 early childhood education in guiding and caring for young children.

PREREQUISITES: Permission from the Department Head
 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:	<u>35</u>	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	<u>10</u>	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: n/a
 Hours per day: n/a

OTHER:

Maximum enrolment: 36
 Expected frequency of course offerings: Once per year
(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): <u>Gwen Clarke</u>	Date approved: <u>May 28, 2008</u>
Department Head: <u>Christine Puder</u>	Date of meeting: <u>February 08, 2008</u>
Supporting area consultation (UPACA1)	Date approved: <u>May 28, 2008</u>
Curriculum Committee chair: <u>Gwen Clarke</u>	Date approved: <u>December 10, 2008</u>
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date of meeting: <u>January 30, 2009</u>
Undergraduate Program Advisory Committee (UPAC) approval	

LEARNING OUTCOMES:

Upon successful completion of this course, students will:

1. understand the process of guiding and teaching young children
2. understand new trends in the field of early childhood education which promote higher quality in child care services
3. understand commonly-observed behaviour of children
4. become aware of the competency-based evaluation of guidance practices in ECE
5. become equipped with resources and information necessary to guide and care for children in early childhood programs
6. understand one's 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:]

Hildebrand, 7th Edition - *Guiding Young Children*
Province of BC - Guidance and Discipline with Young Children – available online

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:]

1. Introduction to Theories of Guidance and Discipline
2. Caring for Children in Group Settings
3. Specific Techniques in Child Guidance
 - Guiding young children indirectly toward self-direction
 - Guiding young children directly
4. 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
 - Responding to children's feelings and behaviours