



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

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:]

Harron, 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