



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2020  
 COURSE TO BE REVIEWED (six years after UEC approval): August 2025  
 Course outline form version: 05/18/2018

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> ECE 102	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>														
<b>Course Full Title:</b> Introduction to Early Childhood Guidance <b>Course Short Title:</b> Intro to ECE Guidance <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>															
<b>Faculty:</b> Faculty of Professional Studies	<b>Department (or program if no department):</b> CYFS														
<b>Calendar Description:</b> Introduces the philosophies of the ECE field as they relate to child guidance. Focuses on the role of early childhood educators in guiding and caring for young children in group settings.															
<b>Prerequisites (or NONE):</b>	ECE 100 and ECE 103, or department head's permission.														
<b>Corequisites (if applicable, or NONE):</b>	None														
<b>Pre/corequisites (if applicable, or NONE):</b>	None														
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>														
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture/seminar hours</td><td style="text-align: center;">35</td></tr> <tr><td>Tutorials/workshops</td><td></td></tr> <tr><td>Supervised laboratory hours</td><td></td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td></td></tr> <tr><td>Supervised online activities</td><td></td></tr> <tr><td>Other contact hours:</td><td style="text-align: center;">10</td></tr> <tr><td style="text-align: right;"><b>Total hours</b></td><td style="text-align: center;"><b>45</b></td></tr> </table>	Lecture/seminar hours	35	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:	10	<b>Total hours</b>	<b>45</b>	<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit
Lecture/seminar hours	35														
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Supervised online activities															
Other contact hours:	10														
<b>Total hours</b>	<b>45</b>														
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>														
<b>Department / Program Head or Director:</b> Christine Slavik	<b>Date approved:</b> November 30, 2018														
<b>Faculty Council approval</b>	<b>Date approved:</b> March 15, 2019														
<b>Dean/Associate VP:</b> Tracy Ryder Glass	<b>Date approved:</b> March 15, 2019														
<b>Campus-Wide Consultation (CWC)</b>	<b>Date of posting:</b> n/a														
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> August 29, 2019														

**Learning Outcomes:**

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

- Identify the process of guiding and teaching young children
- Interpret commonly-observed behaviour of children
- Use resources and information necessary to guide and care for children in early childhood programs

**Prior Learning Assessment and Recognition (PLAR)**

Yes     No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

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

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Hearron, P.F., Hildebrand, V.P.	<u>Guiding Young Children, (9th Ed.)</u>	<input type="checkbox"/>	Toronto, ON: Pearson	2012
2.			<input type="checkbox"/>		
3.			<input type="checkbox"/>		
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	10%	Assignments:	25%	Field experience:	%	Portfolio:	%
Midterm exam:	25%	Quiz #2	25%	Practicum:	%	Other:	%
Quizzes #1	15%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

- 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 challenging behavior and needs
- 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