



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 1201 Child Guidance/Child Study

Date: Fall 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): None

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended
 Virtual Class Meeting (VCM)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course is designed to provide the student with an understanding of young children's behavior. The course will provide to the student underlying causes of problem behavior, foundations for developmentally appropriate child guidance, different caregiving styles, specific positive discipline strategies and ways to manage the physical environment effectively. Students will gain various suggestions/tips on

managing specific types of behavior. Students will have opportunities to solve specific problems relating to theory as compared to real-life situations.

ACCREDITATION STATEMENTS AND COURSE NOTES:

Content and assessments aligned to Gateways ECE Competencies.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Teacher's Role in Guiding Young Children; Effective Guidance based on Understanding Child Development
Theoretical Foundations of Child Guidance
Supportive Physical Environments
Effective Observation in Guiding Children; Positive Guidance and Discipline Strategies
Self-esteem and Moral Identity
Emotional/Social Competence; Resilience and Stress in Young Children
Aggression and Bullying; Minimizing Challenging Behavior
Guiding Children during Routines and Transitions
Decision-Making Model of Child Guidance

INSTRUCTIONAL METHODS:

Lecture
Discussion on weekly assignments
Video/video clip reviews
Guest lecturers/presenters

EVALUATION OF STUDENT ACHIEVEMENT:

Weekly Assignments
Video Reviews
Observations/Reflection
Exams
Personal Reflections
Interviews
Guest Presenter Summary/Reflections

INSTRUCTIONAL MATERIALS:

Textbooks

Guidance of Young Children. Tenth Edition. Marian Marion 2019.

Resources

Gateways ECE Competencies and Suggested Roles
Illinois Professional Teaching Standards (2013)
Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards
NAEYC Professional Standards and Competencies for Early Childhood Educators
Abused and Neglected Child Reporting Act (online training)

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;

- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

1. To describe the theories of child development and growth that affects the caregiver's decisions affecting guidance of young children.

IPTS	ECE Competencies	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1L, 2A, 2H, 3A, 3C, 3K, 4A, 4E, 4F, 4I, 4J, 4K, 4P	HGD2, HSW5	1a, 1b, 1c, 2a, 2b, 2c, 4b, 4c, 5a, 5b, 5c

2. To demonstrate knowledge of appropriate guidance techniques based on inclusive and culturally sustainable teaching practices.

IPTS	ECE Competencies	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1G, 1I, 1L, 3D, 3F, 3K, 3J, 3L, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4O, 4P, 7P, 8B, 8C, 8D, 8F, 8K, 8L, 8Q, 8D, 8T, 9I, 9L, 9Q	IRE4, FCR5	1a, 1b, 1c, 2a, 2b, 2c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 6b, 6e

3. To design classroom environments to support positive child behavior.

IPTS	ECE Competencies	NAEYC PSCECE
1B, 1L, 2B, 2D, 2E, 2F, 2G, 2H, 2I, 2K, 2L, 2N, 2O, 3A, 3B, 3D, 3E, 3L, 3N, 3Q, 5E, 5N, 5O, 6L, 6M, 6N, 6O, 6P	CPD7	1a, 1b, 4b, 4c, 5a, 5b, 5c

4. To develop an awareness of utilization of outside resources to assist with guidance challenges.

IPTS	ECE Competencies	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 2A, 2I, 7A, 7C, 7E, 7F, 7G, 7H, 7N, 7O, 7P, 7Q, 7R, 8B, 8F, 8P, 7Q, 9I, 9L	OA3	1b, 2a, 2b, 2c, 3b, 6b, 6c

5. Identify the roots of prosocial behavior and develop skills in helping children maintain a positive self-esteem.

IPTS	ECE Competencies	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1H, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I, 2J, 2N, 2P, 2Q, 3A,	CPD3, CPD4, HGD2	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c

3C, 3D, 3G 3J, 3K, 3L, 3M, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 6B, 6E, 6J, 7B, 7L, 8A, 8B, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9I		
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