



COURSE OUTLINE

DIVISION: Humanities, Fine Arts, Social Sciences

COURSE: ECE 1201: Child Guidance/Child Study

Effective Date: August 2025

Submitted Date: October 2024

Credit Hours: 3

IAI Number (if applicable): NA

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: <input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)
<input type="checkbox"/> Practicum	0 Contact Hours (2-4 contact = 1 credit hour)
<input type="checkbox"/> Internship	0 Contact Hours (5-10 contact = 1 credit hour)

Offered: Fall Spring Summer

CATALOG DESCRIPTION:

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 challenging 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 challenges relating to theory as compared to real-life situations. Student will have eight (8) hours of observation of child guidance strategies with young children in formal or informal settings.

ACCREDITATION STATEMENTS AND COURSE NOTES:

Content and assessments aligned to Gateways ECE Competencies.

This course requires eight (8) hours of observation of child guidance strategies with young children in formal or informal settings.

COURSE TOPICS AND CONTENT REQUIREMENTS:

- I. Teacher's Role in Guiding Young Children; Effective Guidance based on Understanding Child Development
- II. Pyramid Model
- III. Theoretical Foundations of Child Guidance
- IV. Supportive Physical Environments
- V. Effective Observation in Guiding Children; Positive Guidance and Discipline Strategies
- VI. Self-esteem and Moral Identity
- VII. Emotional/Social Competence; Resilience and Stress in Young Children
- VIII. Aggression and Bullying; Minimizing Challenging Behavior
- IX. Guiding Children during Routines and Transitions
- X. 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

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 DCFS Part 407 Licensing Requirements

Illinois Professional Educator Standards (2024)

Council for Exceptional Child (CEC)/Division of Early Childhood (DEC)
 Standards
 NAEYC Professional Standards and Competencies for Early Childhood
 Educators
 NAEYC Code Of Ethical Conduct and Statement of Commitment
 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.

IPES	ECE Competencies	NAEYC PSCECE
IN1, IN2	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.

IPES	ECE Competencies	NAEYC PSCECE
IN14	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.

IPES	ECE Competencies	NAEYC PSCECE
LE3, LE4, LE5, LE7	CPD7	1a, 1b, 4b, 4c, 5a, 5b, 5c

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

IPES	ECE Competencies	NAEYC PSCECE
IN1	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.

IPES	ECE Competencies	NAEYC PSCECE
IN7, IN8	CPD3, CPD4, HGD2	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c