



# **ILLINOIS VALLEY COMMUNITY COLLEGE**

## **COURSE OUTLINE**

**DIVISION:** Humanities, Fine Arts, and Social Sciences

**COURSE:** ECE 1201 Child Guidance/Child Study

Date: Spring 2020

Credit Hours: 3

Prerequisite(s): None

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**

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

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>:

### **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 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.

## GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

### Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

#### Upon completion of the course, the student will be able to:

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 Standards
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.

IPTS	ECE Competencies	NAEYC Standards
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, 8P, 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 Standards
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 problems.

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

## MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

Goals	Outcomes
<b>First Goal</b>	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	2. To demonstrate knowledge of appropriate guidance techniques. 3. To design classroom environments to support positive child behavior. 4. To develop an awareness of utilization of outside resources to assist with guidance problems.

## 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

## INSTRUCTIONAL MATERIALS:

Text: Guidance of Young Children. Ninth Edition. Marian Marion 2015

Early Learning Newsletter

[mmaddox@wlearning.com](mailto:mmaddox@wlearning.com)

ECE Competencies [www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file](http://www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file).

Illinois Professional Teaching Standards (IPTS 2010)

[http://www.isbe.state.il.us/peac/pdf/IL\\_prof\\_teaching\\_stds.pdf](http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf)

NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010

[http://www.naeyc.org/ncate/files/ncate/Stds\\_1pager.pdf](http://www.naeyc.org/ncate/files/ncate/Stds_1pager.pdf)

### **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

Weekly Assignments

Video Reviews

Observations/Reflection

Exams

Personal Reflections

Interviews

Guest Presenter Summary/Reflections

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

### **OTHER REFERENCES:**

# Course Competency/Assessment Methods Matrix

ECE 1201 – Child Guidance/Child Study	Assessment Options																																		
For each competency/outcome place an “X” below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment			
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D									
Describe the theories of child development and growth that affects the caregiver’s decisions affecting guidance of young children. <b>ECE COMPETENCY: HGD2, LVL2; HSW5, LVL3</b> <b>IPTS: 1A, 1B, 1C, 1D, 1E, 1L, 2A, 2H, 3A, 3C, 3K, 4A, 4E, 4F, 4I, 4J, 4K, 4P</b> <b>NAEYC: 1a, 1b, 1c, 2a, 2b, 2c, 4b, 4c, 5a, 5b, 5c</b>							X																												X
Demonstrate knowledge of appropriate guidance techniques. <b>ECE COMPETENCY: IRE4, LVL3; FCR5, LVL3</b> <b>IPTS: 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, IL, IP, 8Q, 8D, 8T, 9I, 9L, 9Q</b> <b>NAEYC: 1a,1b, 1c, 2a, 2b, 2c, 3d,4a, 4b, 4c, 5a, 5b, 5c, 6b, 6e</b>		X					X							X																X	X			X	

