

EARLY CHILDHOOD DEVELOPMENT PROGRAM
BUNKER HILL COMMUNITY COLLEGE
GENERIC SYLLABUS FOR REQUIRED COURSE

COURSE TITLE:

ECE 101 Guidance and Discipline in Early Childhood Education

COURSE DESCRIPTION:

This course is the study of effective communication in guiding behavior. Emphasis will be placed on techniques which help children build positive self concepts and individual strengths within the context of appropriate limits and discipline.

COURSE COMPETENCIES: After completing this course the student should be able to demonstrate appropriate methods of child guidance and group management. Upon completing the course, competencies should be shown in the following:

Child development and learning:

1. Uses knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (Level I, II, & III)
2. Creates and modifies environments and experiences to meet the individual needs of all children, including those with disabilities, delays, and special abilities. (Level I, II, III)

Curriculum development and implementation:

3. Uses developmentally appropriate methods that include play, small group projects, open-ended questions, group discussion, problem solving, cooperative learning, and/or inquiry experiences to help young children develop intellectual curiosity, solve problems, make decisions and become critical thinkers. (Level I, II, III)
4. Uses individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, encourage positive social interaction among children, promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem in children. (Level I, II, III)
5. Demonstrates an understanding of developmental consequences of stress and trauma; protective factors, resilience, and the development of mental health with the supportive relationships with adults. (Level I, II, III)
6. Recognizes signs of emotional distress, child abuse and neglect in young children and knows responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities. (Level I)

Family and community relationships:

7. Demonstrates an understanding of the need for respect for parents' choices and goals for children and effective communication with parents about curriculum, children's behavior, and developmental progress. (Level I, II, III)

Assessment and evaluation of young children:

8. Demonstrates an ability to observe, record, and assess young children's development and learning for the purpose of planning appropriate programs, environments, and interactions, adapting for individual differences. (Level I, II, III)

Professionalism:

9. Demonstrates an ability to reflect on practice, articulates a philosophy and rationale for decisions, and an ability to evaluate the

effects of choices and actions on others as a means of professional development. (Level I, II, III)

COURSE CONTENT:

The course will cover the following topics so as to meet the competencies required. Actual time allotted to each subject will be determined by the instructor based on individual class needs and interests.

1. Foundations and assumptions in guidance of young children.
2. Developmental factors in working with young children to achieve appropriate behaviors.
3. Guidance techniques used to help develop strong bio-physical growth and development in children.
4. Guidance techniques used to help develop strong psycho-social growth and development in children.
5. Guidance techniques used to help develop strong cognitive-linguistic growth and development in children.
6. Using indirect guidance techniques by controlling group size, staff-child ratios, and utilization of space.
7. Using indirect guidance techniques by organizing time, materials, and equipment usage.
8. Using direct guidance strategies to promote desirable behavior in children.
9. Consideration of direct guidance strategies which may promote undesirable behavior in children.
10. Strategies for coping with undesirable behavior in young children.

CONTENT OBJECTIVES:

After completing the course, the student should be able to demonstrate appropriate methods of child guidance and group management. Upon completion of the course, the student should be able to:

1. describe the meaning of guidance as it applies to young children.
2. describe the goals for child guidance.
3. relate the selection of guidance techniques to psycho-social growth and development of young children.
4. relate the selection of guidance techniques to cognitive-linguistic growth and development of young children.
5. relate the selection of guidance techniques to bio-physical growth and development of young children.
6. name the effects of group patterns and staff/child ratios on the behavior of young children.
7. describe uses of space and the effects of these uses on the behavior of young children.
8. describe the effects of materials and equipment on the behavior of young children.
9. describe the effective use of time on the behavior of young children.
10. describe the general guidelines for directing behavior of young children.
11. identify the effectiveness of tested guidance systems and the need for eclectic approaches to guidance and discipline.
12. identify strategies for promoting desirable behaviors and methods for coping with undesirable behaviors.

CLASS METHODS:

The class will be taught using lecture, discussion, demonstration and small group activities. Films will be used to enhance topics of discussion and to illustrate actual program operation and child

development and behavior. Class notes are to be taken by students for use in study and for future reference.

REQUIRED TEXT(S):

(In use as of Fall semester, 2006. Subject to change)

Each student will need to have the following required text(s) available at the Bunker Hill Community College Bookstore.

Marion, M. (2007). Guidance of young children (7th ed.). New York: Person-Merrill.

EVALUATION TECHNIQUES:

Grades will be assessed in a number of ways to be determined by the instructor. These may include attendance and participation, exams, lab experiences and observations, project development and design, reports, research papers, and others means of evaluation. Specific methods will be outlined at the first meeting of class and will be included on a specific syllabus for the particular course section of enrollment.

ASSESSMENT TOOLS FOR MEETING COURSE & CONTENT OBJECTIVES THROUGH ASSIGNMENTS:

Level II competencies : Set of lab observations of children in group or other settings to determine developmental levels, behaviors, and relationships affecting guidance and discipline strategies.

Level III competencies:

Semester long case study of one child with a behavior problem with application of all parts of course content to analyze problem and determine possible solutions with self-reflective piece to demonstrate and encourage professional development.

PREREQUISITE(S).

Prerequisite for this course is one course in Child Growth and Development (ECE 103 or its equivalent).

Note: NOTE: Levels of Learning within the Coursework Taught

The course competencies involve four differing levels of learning and involvement on the part of the student. These levels are outlined below.

- Level I: Introductory and knowledge-base Formation. The student at this level of coursework will begin to develop a knowledge-base of information around the subject area and consider his/her prior learning about children and early care and education as a means of beginning to construct a personal and professional knowledge-base for professional practice. Specific knowledge-based content areas will be delineated for each course to assure the same level of learning for all students.

- Level II: Observation. The student will take the knowledge gained at Level I and apply this knowledge at a deeper level by observing children and/or early care and education programs so as to understand the "real" world meaning of theories and concepts when applied to child growth, development and behavior in working programs. This level implies that Level I has begun prior to observation occurring and analysis of observed information being attempted. Specific observations will be required in each course to assure this level of learning.
- Level III: Demonstrated Application of Knowledge Gained. The student will apply the knowledge-base gained and the observations completed and be able to apply this knowledge to demonstrate that the theories, concepts, and skill development expected in the course are in fact understood and able to be applied to practice. Specific assignments will be developed for each course to assure this level of learning.
- Level IV: Practice and Demonstration of Competency. The student will be required to apply the knowledge gained, the understanding from observations, and learning from applied assignments to the practicum experience which will culminate in a portfolio assessment of "best practice" using the incorporation of the program's competencies into the practice experience. All four levels are implied in this demonstration of competency and specific learning experiences will be built into the practicum experience to assure this level of learning.