

**University of Arkansas - Fort Smith**

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**General Syllabus  
ECTC 2503 Child Guidance**

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisites: ECTC 2903 Future Perspectives in Early Childhood (for Early Childhood majors) or admission into the Educator Preparation Program (for Elementary Ed majors.)

Effective Catalog: 2022-2023

**I. Course Information**

**A. Catalog Description**

Students will learn to relate principles of child development to appropriate methods of guiding children's behavior for children birth through pre-kindergarten, including children with special needs. Techniques for managing groups of children in the various childcare setting are practiced. Five hours of pre-school observation required. Addresses requirements as mandated by state Early Childhood regulations and the Competencies for the Ages 3-4 Endorsement.

**II. Student Learning Outcomes**

**A. Subject Matter**

Upon completion of the course the student should be able to:

1. State typical behaviors for young children according to their ages and development.
2. Categorize temperament traits and other rationales for various behaviors of birth through pre-kindergarten, including children with special needs.
3. Plan appropriate child-centered classroom environments to support children, birth through pre-kindergarten including children with special needs.
4. Provide examples of family involvement opportunities that build relationships between program and families.
5. Analyze purposes and types of objective observation used in the early childhood setting, birth through pre-kindergarten, including children with special needs.
6. Demonstrate responsible assessment through the use of a variety of observation and appropriate assessment tools for birth through pre-kindergarten, including children with special needs.
7. Evaluate different behaviors of children, birth through pre-kindergarten, including children with special needs.

8. Interact positively with children, birth through pre-kindergarten, including those with special needs.
9. Design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes for children, birth through pre-kindergarten, including children with special needs.
10. Apply guidance principles and the use of developmental check lists to monitor child readiness and engagement in all content areas for children, birth through prekindergarten, including children with special needs.
11. Make evidence-based decisions that support each child in the developmental period of early childhood.
12. Identify with the profession and its ethical code.

## **B. University Learning Outcomes**

This course enhances student abilities in the following areas:

### **Ethical Decision Making**

Students will recognize and analyze ethical dilemmas, based on the Code of Ethics set forth by the National Association for the Education of Young Children.

### **Global and Cultural Perspectives**

Students will reflect, through writings and oral discussions, upon cultural differences and their implications for interacting with people from all cultures and abilities.

### **Communication Skills (written and oral)**

Students will communicate proficiently in written and verbal presentations.

### **Analytical Skills**

#### **Critical Thinking Skills**

Students will draw conclusions and/or solve problems in the field of early childhood education.

## **III Major Course Topics**

- A. Understanding children's behavior
- B. Serving culturally diverse children and families
- C. Understanding the reasons for problem behavior
- D. Guidelines for effective guidance
- E. Planning the developmentally appropriate prosocial environment
- F. Positive communication
- G. Nonverbal cues and appropriate consequences
- H. Misguided behaviors and mistaken goals
- I. Understanding children with disabilities
- J. Historical perspectives and guidance theories
- K. Taking a new look at children