

**Northwest Arkansas Community College**  
(Social & Behavioral Sciences Division)

**Discipline Code**

ECTC

**Course Number**

2503

**Course Title**

Child Guidance

**Catalog Description**

This course relates 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 various childcare settings are practiced.

**Prerequisites**

N/A

**Credit Hours**

3 credit hours

**Contact hours**

45 contact hours

**Load hours**

3 load hours

**Semesters Offered**

Fall

**ACTS Equivalent**

N/A

**Grade Mode**

A-F

**Learning Outcomes**

Students completing this course will be able to:

- State typical behaviors for young children according to their ages and development. (NAEYC 1a, 1b, 1c)
- Categorize temperament traits and other rationales for various behaviors of Birth through Prekindergarten, including children with special needs. (NAEYC 1a, 1b, 1c)
- Plan appropriate child-centered classroom environments to support children Birth through

- Prekindergarten including children with special needs. (NAEYC 3b, 4a, 4b, 4c, 4d)
- Provide examples of family involvement opportunities that build relationships between program and families. (NAEYC 2a, 2b, 2c)
- Analyze purposes and types of objective observation used in the early childhood setting, Birth through Pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 3d)
- Practice & 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 (NAEYC 3a, 3b, 3c, 3d)
- Evaluate different behaviors of children Birth through Pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d)
- Develop an understanding of the importance of interacting positively with children, Birth through Pre-kindergarten including those with special needs.(NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d)
- Apply guidance principles and the use of developmental check lists to monitor child readiness and engagement in all content areas for children Birth through pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 4a, 4b, 4c, 4d)
- Design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes for children Birth through pre-kindergarten including children with special needs.(NAEYC 3a, 3b, 3c, 4a, 4b, 4c, 4d)

## General Education Outcomes Supported

- N/A

## Standard Practices

### Topics list

#### NAEYC Associate Degree Standards

- Standard 1 - Promoting Child Development and Learning
  - 1.a. Knowing and understanding young children's characteristics and needs.
  - 1.b. Knowing and understanding the multiple influences on development and learning
  - 1.c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
- Standard 2 – Building Family and Community Relationships
  - 2.a. Knowing about and understanding family and community characteristics
  - 2.b. Supporting and empowering families and communities through respectful, reciprocal relationships
  - 2c: Involving families and communities in their children's development and learning
- Standard 3 – Observing, Documenting, and Assessing to support young children and families
  - 3.a. Understanding the goals, benefits, and uses of assessment
  - 3.b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
  - 3.c. Understanding and practicing responsible assessment
  - 3.d. Knowing about assessment partnerships with families and other professionals
- Standard 4 – Teaching and Learning
  - 4.a. Knowing, understanding, and using positive relationships and supportive interactions
  - 4.b. Knowing, understanding, and using effective approaches, strategies, and tools for early education
  - 4.c. Knowing and understanding the importance, central concepts, inquiry tools,

- and structures of content areas or academic disciplines
- 4.d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes
- Standard 5 – Becoming a Professional
  - 5.a. Identifying and involving oneself with the early childhood field
  - 5.b. Knowing about and upholding ethical standards and other professional guidelines
  - 5.c. Engaging in continuous, collaborative learning to inform practice
  - 5.d. Integrate knowledgeable, reflective, and critical perspectives on early education
  - 5.e. Engaging in informed advocacy for children and the profession

#### NAEYC Supportive Skills

- Skills in self-assessment and self-advocacy
- Skills in mastering and applying foundational concepts from general education
- Written and verbal communication skills
- Skills in making connections between prior knowledge/experience and new learning
- Skills in identifying and using professional resources

#### **Learning activities**

- N/A

#### **Assessments**

- N/A

#### **Grading guidelines**

- N/A