COURSE SYLLABUS

Course Title:	Child, Family and School Relations	**Date submitted:**	May 2019 (AAC: 19-25)
Department:	Social Sciences		
Curriculum:	Early Childhood Education		

Course Descriptors:
Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.

Course Code: (eg. ACC 101) | ECE*275

Course Type: | L/D

A: Clinical   B: Lab   D: Distance Learning
I: Individual/Independent   L: Lecture   N: Internship
M: Seminar P: Practicum   U: Studio
X: Combined Lecture/Lab   Y: Combined Lecture/Clinical/Lab   Z: Combined Lecture/Studio

Elective Type: | G

AH: Art History E: English FA: Fine Arts G: General   HI: History
HU: Humanities   LAS: Liberal Arts & Sciences   FL: Foreign Language
M: Math S: Science SS: Social Science

Credit Hours:	3
Developmental: (yes/no)	No
Lecture:	3
Clinical:	0
Lab:	0
Studio	0
Other:	0
TOTAL:	3
Class Maximum:	35
Semesters Offered:	Sp

Prerequisites:

C- or better in either Child Development (PSY*203) OR Principles of Sociology (SOC*101)

Corequisites:

None

Other Requirements:

None

Catalog Course Description:	An in-depth look at the child, the family, and the relationship between the school and the family. An understanding of and the guidance of child behavior will be examined, as well as how to communicate with families. Students will identify today's families, and how schools can develop working relationships with the family. *Prerequisites: C- or better in either Child Development (PSY*203) OR Principles of Sociology (SOC*101).*

Topical Outline: List course content in outline format.	1. New roles and responsibilities in child rearing
	   A. Respecting the rights of others
	   B. The nurturing environment
	2. Positive communications, verbal and non-verbal
	   A. Effective listening (active listening)
	   B. Non-verbal cues, body language
	3. Guidelines for effective guidance
	4. Understanding behavior
	   A. Typical ages and stages
	   B. Challenging behavior

C. Conflict resolution

5. Culturally sensitive guidance

    A. The child in society

    B. The strain of changing disciplinary traditions

    C. Cultural influences on child rearing

6. Introduction to families

    A. Families today

    B. Parenting

7. Teacher-family partnerships

    A. What is family involvement

    B. Benefits to teacher-family partnerships for the child, the family and the teacher

8. Techniques for developing partnerships

9. Making partnerships work

    A. Working with families from diverse backgrounds

    B. Looking at family involvement programs that work

Outcomes:

Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

Upon successful completion of this course, the student will be able to do the following:

COURSE:

1. identify contemporary and culturally diverse practices in child rearing and how they affect home and school life

2. describe the purpose of child guidance and develop specific strategies for effective guidance

3. identify supportive and effective adult behaviors toward the development of appropriate child behavior and child self-esteem

4. demonstrate an understanding of typical and challenging behaviors

5. identify personal biases that affect child guidance and relationships with families

6. describe positive communications, both verbal and non-verbal, between teacher and child as well as between teacher and families

7. define the family today and the functions of family

8. demonstrate an understanding of the roles that families play and the implications for teachers

9. identify types of diversity that may be found in typical communities

10. define family involvement

11. identify benefits for the child, the family and the teacher when effective relations are maintained

12. develop techniques for creating and maintaining partnerships

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PROGRAM: *(Numbering reflects Program Outcomes as they appear in the college catalog)*

EARLY CHILDHOOD EDUCATION A.S. DEGREE:

4. apply knowledge of cultural and linguistic diversity to create environments and experiences that affirm and respect culturally and linguistically diverse children, support home-language preservation, and promote anti-bias approaches and the valuing of diversity

6. use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, encourage positive social interactions

9. demonstrate sensitivity to differences in family structure, and social and cultural backgrounds

14. demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies that affect children, families, and programs for young children and the early childhood profession

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GENERAL EDUCATION: *(Numbering reflects General Education Outcomes as they appear in the college catalog)*

10. Social Phenomena - Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.

	Demonstrates: Accurately and sufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions. **Does Not Demonstrate:** Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.
Evaluation: List how the above outcomes will be assessed.	**Assessment will be based on the following criteria:** Field observations Journals Families/Partnership Portfolio Family Workshop—NAEYC Key Assessment
Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.	Required: Early Childhood Center, Library ECE books and resources Desired: None
Textbook(s)	Refer to current academic year printout.