## COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Child, Family and School Relations</th>
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<tbody>
<tr>
<td>Department:</td>
<td>Social Sciences</td>
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<tr>
<td>Curriculum:</td>
<td>Early Childhood Education</td>
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<tr>
<td>Date submitted:</td>
<td>May 2019 (AAC: 19-25)</td>
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</tbody>
</table>

### Course Code: (eg. ACC 101)

**ECE*275**

### Course Type:

**L/D**

### Prerequisites:

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

### Elective Type:

**G**

### Credit Hours:

3

### Developmental:

(Yes/No) No

### Lecture:

3

### Clinical:

0

### Lab:

0

### Studio:

0

### Other:

0

### TOTAL:

3

### Contact Hours:

Lecture:

3

Clinical:

0

Lab:

0

Studio:

0

Other:

0

### Class Maximum:

35

### Semesters Offered:

Sp

### 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:

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

**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

**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.
<table>
<thead>
<tr>
<th>Demonstrates:</th>
<th>Accurately and sufficiently explains factors that influence and shape a person’s or group’s attitudes, beliefs, decisions, and actions.</th>
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<tbody>
<tr>
<td>Does Not Demonstrate:</td>
<td>Inaccurately or insufficiently explains factors that influence and shape a person’s or group’s attitudes, beliefs, decisions, and actions.</td>
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**Evaluation:**

List how the above outcomes will be assessed.

- Field observations
- Journals
- Families/Partnership Portfolio
- Family Workshop—NAEYC Key Assessment

**Instructional Resources:**

List library (e.g. books, journals, online 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.