



North Iowa Area Community College

Course Outline

Please follow the included instructions when completing this form. Direct questions to Division Chair. After Course Outline is completed, please submit to Division Chair for review, who then submits to Administrative Assistant to the Vice President for Academic Affairs for review by the Curriculum and Academic Affairs Council (CAAC).

Prepared by:	Nancy Fallis
Date Approved by CAAC:	September 9, 2019
Course Title:	Home & School Relationships in Early Childhood
Course Number:	ECE-131
Equivalent Prior Course Numbers:	EDUC-128
Academic Division/Department:	Social Sciences

Credits – Semester Hours (s.h.):

Contact Hours As defined by the Iowa Department of Education in consultation with Division Chair/Registrar (see attached instructions).

Lecture:	<input type="text" value="45"/>	1 s.h. = 15 contact hours
Lab:	<input type="text" value="0"/>	1 s.h. = 30 contact hours
Clinical Practice:	<input type="text" value="0"/>	1 s.h. = 45 contact hours
Work Experience:	<input type="text" value="0"/>	1 s.h. = 60, 75, 90, or 105 contact hours
Total:	<input type="text" value="45"/>	

Prerequisite(s):

None

Corequisite(s):

None

Course Description:

Home & School Relationships in Early Childhood provides techniques for developing home, school, and community relationships to encourage the learning and well-being of each child. Birth through age 8 is emphasized.

Required Textbook(s) and Other Required Materials:

Home, School, and Community Relations by Gestwicki. 8th edition
All other content will be provided by the instructor

Purpose of Course Check one [X] in consultation with Division Chair.

<input checked="" type="checkbox"/>	Arts and Sciences (General Education)
<input type="checkbox"/>	Arts and Sciences
<input type="checkbox"/>	Career and Technical (General Education)
<input type="checkbox"/>	Career and Technical
<input type="checkbox"/>	Developmental

If course is offered only in specific semesters, please explain below:

Summer

Maximum number of weeks for which the course is offered:

4

[Do not edit the following section. Managed by Academic Affairs]

Is this a Core Competency Anchor Course? YES ☐ NO ☐

If "Yes," list Core Competency Student Learning Outcome Numbers being taught and assessed in this course (2.2, 3.1, etc.)

(Example) 2.2 [Press Tab to create new rows for each SLO]

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Demonstrate acquired knowledge of family characteristics & characteristics of contemporary life that influence families, roles that parents play, and the role of diversity in families.

Chapter 1

Identify types of diversity that may be found in typical communities.

Explain how family life impacts teaching.

Chapter 2

Define family and consider several characteristics of families.

Identify seven characteristics of contemporary life that influence the nature of modern families and why teachers should be aware of contemporary trends that affect families.

Chapter 3

Identify seven roles that parents play and the implications for teachers.

Identify seven emotional responses of parents and the implications for teachers.

2. Demonstrate acquired knowledge of family involvement including motivations, mandates, benefits, barriers, attitudes, and behaviors.

Chapter 4

Identify the history, mandates, and community concerns for family involvement.

Identify three motivations and models for family involvement.

Chapter 5

Identify benefits for children, families, and teachers when parents and teachers work together.

Identify various reasons for barriers to relationships.

Chapter 6

Identify six attitudes of teachers along with concrete actions and environmental factors that are necessary in laying the foundation for a parent-teacher partnership.

Identify six types of family involvement in exemplary family resource centers.

3. Demonstrate acquired knowledge of steps in establishing a relationship before the child's entrance to the classroom, separation behaviors and the teacher's role, ways to implement ten different informal communication methods, and how to facilitate a productive parent-teacher conference.

Chapter 7

Identify several steps helpful in establishing a relationship prior to the child's entrance into the classroom as well as benefits and strategies for each step.

Identify typical behaviors associated with separation and the teacher's role.

Chapter 8

Identify ways of implementing 10 methods a teacher uses to convey information, interest, and support to families.

Create an activity to facilitate partnerships with parents.

Chapter 9

Identify reasons, factors, and strategies for facilitating a successful parent-teacher conference.

4. Examine how to build family, school, and community partnerships.

Chapter 10

Identify methods of encouraging and utilizing families to be involved in the classroom.

Chapter 11

Identify how to implement parent education programs while considering assumptions and the rationale.

Chapter 12

Identify community current legislative initiatives, corporate involvement, and ways the community can provide resources and affect families, schools, and children.

Develop a brochure based on available community resources that support the development of young children.

5. Demonstrate acquired knowledge regarding how to make a partnership work with families of children with cultural and language issues, particular circumstances, and with challenging attitudes and behaviors.

Chapter 13

Identify common cultural and language issues and methods of resolving cultural conflicts that arise in classrooms.

Chapter 14

Identify typical emotional responses of parents and children dealing with particular circumstances including divorce, remarriage, special needs, adolescent mothers, abuse, & adoption.

Identify helpful teacher's responses to families dealing with particular circumstances including divorce, remarriage, special needs, adolescent mothers, abuse, & adoption.

Compare and contrast the differences between an IEP and an IFSP.

Develop three book reflections/activities over three different issues (divorce/stepfamilies, special needs, abuse, or adoption) to use with children in early childhood settings.

Chapter 15

Identify methods for resolving challenging attitudes and behaviors from families.

INTASC PRINCIPLE COVERED:

Competencies

1. #10. Leadership and Collaboration

Demonstrations

Exams, Reflections, Project

Principles/Standards:

- Based on Renaissance Standards (INTASC [Interstate New Teacher Assessment and Support Consortium] + Technology Standards)
- INTASC Principle 10: Leadership and Collaboration
- NAEYC (National Association for the Education of Young Children)
 - #3. Building Family & Community Relationships
 - 2a: Knowing about and understanding diverse family and community characteristics
- Standards for Unified 0-8 Endorsement, State of Iowa Licensure Early Childhood Education

I. Child growth, development, and learning

- 1.1 Understands the nature of child growth and development and learning for infants, toddlers, preprimary, and primary school children, both typical and atypical, in areas of cognition, communication, physical-motor, social-motor, aesthetics, and adaptive behavior.
- 1.2 Understands individual differences in development and learning including risk factors, multiple intelligences, developmental variations, and developmental patterns of specific disabilities and special abilities.
- 1.3 Recognizes that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influence development and learning.

II. Developmentally appropriate learning environment and curriculum implementation

- 2.1 Establishes learning environments rich in social support, from the teacher and from other students, which help all children meet their optimal potential, within a climate characterized by mutual respect, encouragement, and the valuing of effort regardless of performance
- 2.2 Uses informal and formal assessment to effectively monitor children's development, and plans and evaluates curriculum and teaching practices to meet the individual needs of children and their families.
- 2.3 Plans, implements, and continuously evaluates developmentally and individually appropriate curriculum goals, content, and teaching practices for children 0-8 based on the strengths, needs, and interests of individual children, their families, and the community.
- 2.4 Uses both child-initiated and teacher-directed instructional methods including strategies such as small and large group projects, unstructured and structured play, systematic instruction, group discussion, and cooperative decision making.
- 2.5 Develops and implements integrated learning experiences for home, center, and school-based environments for children 0-8.
- 2.6 Adapts materials, equipment, the environment, programs, and human resources to meet the social, cognitive, physical-motor, communicative, and medical needs of children with diverse learning needs.

III. Health, safety, and nutrition

- 3.1 Designs and implements physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning
- 3.2 Promotes nutritional practices that support the cognitive, social, cultural, and physical development of children 0-8.
- 3.3 Implements appropriate appraisal and management of health concerns of young children including procedures for children with special health care needs
- 3.4 Recognizes signs of emotional distress, physical and mental abuse and neglect in children 0-8 and knows local mandatory reporting procedures.
- 3.5 Designs and implements developmentally and individually appropriate curricula and lessons related to teaching children what to do when in an abusive situation.
- 3.6 Demonstrates proficiency in infant/child cardiopulmonary resuscitation and emergency first aid procedures

IV. Family and Community Collaboration

- 4.1 Applies theory and knowledge of dynamic roles and relationship within and between families, schools, and communities
- 4.2 Assists families in identifying resources, priorities, and concerns in relation to their child's development
- 4.3 Links families based on identified needs, priorities, and concerns with a variety of resources
- 4.4 Uses communication, consultation, problem solving, and help-giving skills in collaboration with families and other professionals to support the development, learning, and well-being of young children
- 4.5 Participates as an effective member of a team with other professionals, paraprofessionals, volunteers, and families to develop and implement learning plans and environments for young children

V. Professionalism

- 5.1 Understands legislation and public policy that affect all young children with and without disabilities, and their families
- 5.2 Understands legal aspects, historical, philosophical, and social foundations of early childhood education and special education
- 5.3 Understands principles of administration, organization, and operation of programs for children ages 0-8 and their families, including staff and program development, supervision and evaluation of staff, and ongoing evaluation of program and services
- 5.4 Identifies current trends and issues of the profession to inform and improve practices and advocate for quality programs for young children and their families

5.5 Adheres to professional and ethical codes

5.6 Engages in reflective inquiry and demonstration of professional knowledge