

I. COURSE DESCRIPTION:

It is crucial for Early Childhood Educators to develop and demonstrate the ability to understand various aspects of parent-teacher-child relationships. This includes an understanding of parents as people with varied values, goals, backgrounds and needs to be met. Communication processes, group dynamics and leadership styles are part of this picture. The Early Childhood Educator must also be aware of the community, its resources and their participation in various community interactions.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Apply effective information techniques to interactions involving parents, family members, others (Reflective of CSAC Vocational #3)

Potential Learning Outcomes:

- Detail the Developmentally Appropriate Practices associated with family involvement in early years care
- Outline and demonstrate an understanding of facilitating parent education programs.
- Demonstrate an ability to design and facilitate an information booth for parents/ community.

2. Advocate for services to children and families. (Reflective of CSAC Vocational #8)

Potential Learning Outcomes:

- Outline services for children and families in the community.

3. Support the development and learning of individual children, within the context of his/her family, culture, and society (Reflective of CSAC Vocational #9)

Potential Learning Outcomes:

- Outline the definition of "family" and the factors that affect families.
- Recognize the diversity in family compositions
- Identify the issues families face and recognize the role of the teacher to support the child and the family.
- Respond sensitively and appropriately to families
- Demonstrate an awareness of community resources, which may serve the needs of children and families
- Identify parenting styles and stages.
- Outline the benefits and barriers to family involvement in early years care.

4. Develop and maintain effective interpersonal communication (written, oral, and non-verbal) with families, co-workers, employers and individuals/agencies.

Elements of the Performance

- Describe developmentally appropriate strategies for involving families in the early years program
- Identify strategies for achieving family friendly early years programs
- Outline and demonstrate an understanding of facilitating parent education programs.
- Demonstrate an ability to design and facilitate an information booth for parents/ community.

III TOPICS:

- Module 1: The Changing Face of Families
Module 2: Why are families important in early childhood care
Module 3: Barriers to Family Involvement
Module 4: Effective Strategies for Family Involvement
Module 5: Effective Strategies for dealing with Parent Issues
Module 6: Parent Education

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- **Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education** 3rd Ed. Kostelnik, Soderman, Whiren. Prentice-Hall Publishing 2004. ISBN 0-13-049658-8
- **A Practical Guide to Early Childhood Curriculum.** 7th Ed. Eliason / Jenkins. Prentice-Hall Publishing. 2003 ISBN 0-13-094518-8
- **Practical Solutions to Practically Every Problem (Revised)** Saifer, Monarch Books Canada. 2003 ISBN 1-929610-31-9
- Posted Notes and Articles on WEBCT – Further reading material will be announced in class as needed.

V. EVALUATION PROCESS AND GRADING SYSTEM:

Assignments **30%**

- **In-class assignments** These activities must be completed during class time, therefore students who are not present for these activities will not have an opportunity to make them up and will be given a “0” mark for the activity.
- **Resource Sharing Sheets: details discussed in class**
- **Newsletter**
- **Community Resources Response**

Facilitating Parent Workshops: **20%**

Students will work in pairs to facilitate a workshop. The workshop outline will be given to the student, but the student must prepare and facilitate the workshop and fellow students will act as participants. Students will be evaluated on their ability to prepare, facilitate, and present the workshop. Details will be given in class. A failure to participate in this assignment will result in a mark of “0”.

Parent Information Fair **25%**

Students will research a topic that addresses particular issues that parents face. The student will design an interactive display booth that will be presented to the public at a mall display. The student will be responsible for setting up their booth, responding to the public during the time period scheduled, and dismantling their booth.

This event will take place on a Saturday (final date to be announced in class). **It is mandatory that all class members be present or a mark of “0” will be given to any student not in attendance for the full period scheduled during this assignment.**

Details will be discussed in class

Tests **25%**

- **Test #1 (Modules 1, 2, 3,)(15%)**
- **Test #2 (Modules 4, 5, 6,) (10%)**

College Grading Policy

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Important Notes to Students:

Participation

- Attendance is necessary to participate in the process of integrating classroom lectures and discussions with assigned readings and in-class assignments.

Reading Assignments

Since reading assignments will often serve as the basis for class discussion, please complete them, as assigned, in order to maximize class participation.

- **Students are expected to attend the scheduled time for the Parent Information Fair.**

Class Activities:

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend. Failure to attend may have an impact on your In-class activity participation mark.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "Student Code of Conduct"

Assignments:

1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. All assignments must be typed and stapled or they will be returned to the student un marked.
3. To protect students, assignments must be delivered by the student/author to the professor.
4. Late submissions **will be deducted 5% per day..** Assignments **more than one week late will not be accepted.**
5. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
7. Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded

Tests/Quizzes:

Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is not given to the professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

Learning Environment

In the interest of providing an optimal learning environment, students are to follow these two expectations;

- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.

Students are to keep private conversations and other distracting behaviour out of the classroom

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Guest Presenters

Having guest speakers is a privilege. Showing respect for them, includes keeping private conversations out of the classroom, using the bathroom before the presentation, and bringing any items to class before the presentation (Kleenex, drinks). Leaving the room should be for emergency reasons only.

Food and Drink

Students may eat and drink in class, however eating large "meals" during class will be discouraged and students will be asked to consume their meal elsewhere and may return to class when they are finished. Students are responsible for cleaning up. If the classroom is littered with garbage, the instructor may revoke this privilege.

Your instructor reserves the right to modify the course,
as he/she deems necessary to meet the needs of students.

Dates for projects or tests may be revised depending upon course content/flow

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.