MASTER SYLLABUS

ECHD 301: Fostering Relationships in Early Childhood Programs

Created By: Maureen Maiocco, Ed.D.
Updated By: Christina Martin, MST
A. **TITLE:** Fostering Relationships in Early Childhood Programs

B. **COURSE NUMBER:** ECHD 301

C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Spring

G. **COURSE DESCRIPTION:**
This course explores the importance and benefits of establishing a partnership between teacher, parent, and the early care and education program. Topics will include ways in which to create and build a sense of community, the importance of open communication, and understanding diverse families and parental needs. Forms of parent engagement and involvement, and the benefits of creating reciprocal and respectful relationships for all involved in the care and development of the young child will be studied. Students will examine their role in assisting families with understanding child development, play-based curriculum, appropriate expectations, and additional topics to ensure a collaborative, supportive, and enjoyable childcare experience for children, teachers, and families.

H. **PRE-REQUISITES/CO-REQUISITES:**
   a. Pre-requisite(s): ECHD 101
   b. Co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**
   By the end of this course, the student will be able to:

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<thead>
<tr>
<th>Course Student Learning Outcomes [SLO]</th>
<th>PLO</th>
<th>ISLO &amp; Subsets</th>
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<tbody>
<tr>
<td>a. Examine and identify the importance of the family-school relationship in early care and education settings for parents, teachers and young children.</td>
<td>7</td>
<td>4 Social Responsibility</td>
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<td>IK Intercultural Knowledge</td>
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<td>b. Explore and evaluate various forms of communication for establishing and maintaining a collaborative, inclusive, and cooperative relationship between teacher and parent.</td>
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<td>c. Create methods of communication that support and connect families to the early childhood program and classroom</td>
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<td>d. Identify methods for establishing and maintaining a positive sense of community and belonging for families, teachers, and program administrators.</td>
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<td>e. Examine and assess communication barriers and problems specific to early care and education, and strategies for solving such issues.</td>
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J. APPLIED LEARNING COMPONENT: Yes
Classroom/Lab

K. TEXTS:

L. REFERENCES:

M. EQUIPMENT: University Supplied Equipment

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS
- Exams
- Quizzes
- Papers
- Projects
- Presentation
- Participation

P. DETAILED COURSE OUTLINE:

I. Understanding Families
A. Family Diversity
B. Family Dynamic
C. Family Influences
D. Modern Day Families
E. Stress, Challenges, Needs

II. Parents
A. Understanding Parents
B. Parental Roles
C. Parental Needs
D. Types of Parenting
   o Authoritarian
   o Permissive
   o Assertive / Democratic
III. Empathy
A. Understanding and Supporting Parents
B. Emotions:
   o Irrevocability: Parenting is Forever
   o Self-Doubt: Comparing, Competition, Criticism
   o Isolation: Support Systems
   o Fatigue: Never a Break
   o Guilt: The Working Parent / Parenting Skills
   o Uncertainty: First-Time Parents, Parenting Challenges, and Changes
   o Co-Parenting: Cooperation and Conflicts
   o Satisfaction: Parents do the best “they know how”

IV. Family Support and Involvement
A. Building Unity
B. Communication / Listening / Remaining Objective
C. Supporting Families
D. Developing Inclusive Family Engagement Initiatives

V. Parents as Partners
A. Support and Build Trust
B. Feedback
   o Arrival / Departure
   o Parent-Teacher Conferences
   o Parent-Teacher Workshops and Seminars = Learn Together
   o Meeting the Needs
C. Questionnaires for Parent Involvement
   o Careers
   o Hobbies
   o Family Traditions
   o Culture

VI. Family-Friendly Environments
A. Program-Based
B. Classroom-Based
C. Family Input and Involvement
D. EC Program Website
   o Newsletters
   o Daily / Weekly Reports
   o Email, Phone Calls

VII. Communication
A. Interactions, Actions, and Reactions
B. Policies, Procedures and Programming
   o Parent Handbook
   o Clear Expectations: Program – Administration – Teacher - Parent
   o Documentation
   o Contracts
   o Clear Policies and Follow-Through
C. Miscommunication / Conflicts
D. Differences / Barriers / Obstacles
E. Intimidation: Teacher and Parent
F. Issues of Concern:
   o Child-Centered
   o Program-Centered
   o Parent-Centered
   o Parent-Teacher Conferences
F. Difficult Decisions and Discussions

VIII. Professionalism
   o Respect
   o Role Model
   o Compassion and Empathy
   o Support
   o Advocate
   o Fair and Consistent
   o Patience
   o Confidentiality
   o Avoiding Favoritism
   o Avoiding Pettiness
   o Assertiveness vs. Aggression

IX. From Phone Call to Enrollment
   A. The Interview / First Visit
   B. Open House
   C. Forming Friendships (for parents and children)
   D. Supporting the Parent
   E. The First Day: Separation Anxiety (for parents and children)
   F. Informal and Formal Communication

X. Parents and Teachers = Perfect Partners
   A. Building a Collaborative Community
   B. Establishing a “Home Away From Home” for All
   C. Ways to Engage All in the EC Program
   D. Providing Parent and Teacher Education and Training

XI. Program Evaluation
   A. Parent Input / Surveys
   B. Parent Boards
   C. Parent Satisfaction / Dissatisfaction
   D. Parent Volunteers
   E. Challenges and Rewards