

DELAWARE TECHNICAL & COMMUNITY COLLEGE
COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Collegewide
DEPARTMENT: Early Childhood
COURSE: ECE 211 Parent, Teacher & Community Interaction
INSTRUCTOR NAME: Telephone: Email:
PREREQUISITES: PSY 121; PSY 125
CO-REQUISITES: None
COURSE HOURS and CREDITS: 3:0:3

COURSE DESCRIPTION:

This course stresses the importance of the parent-teacher relationship and explores techniques of increasing parental involvement in the school program. Students will participate in arranging a parent education program and prepare, as well as participate in, a parent-teacher conference.

TEXT Gestwicki, Carol (2000), Home, School and Community Relations, 4th Edition, Delmar Publishers, Albany, New York.

MATERIALS: NONE

METHOD of INSTRUCTION: Campus Classroom

MANUALS: NONE

DISCLAIMER:

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:

The student will be able to:

1. Describe the roles of parent/family and teacher including rights and duties, similarities and differences and role conflicts for each.
2. Identify role conflict resolution strategies.
3. Describe the social and cultural diversity occurring within communities.
4. Identify ethical principles and dilemmas affecting interaction patterns at both the parent-teacher and community levels.
5. Identify and explain basic components of effective communication as these may apply to child, parent, and teacher.
6. Collect and share information on effective parenting techniques and programs with parents.
7. Define community, and community service systems, levels of community interaction and involvement, and ethical principles involved.
8. Identify community resources for individual parents or teachers, for parent or teacher groups, and issues affecting availability, access, and utilization.
9. Demonstrate knowledge of community resources by identifying an issue or problem and gathering information from local agencies for resolving it.
10. Develop support strategies for parent and community involvement within early childhood setting.

MEASURABLE PERFORMANCE OBJECTIVES:

1. Describe the roles of parent/family and teacher including rights and duties, similarities and differences and role conflicts for each.
 - Demonstrate the roles parents and teachers play in early childhood program.
 - Describe implication of parent roles for teachers in the classroom.
2. Identify role conflict resolution strategies.
 - Role play conflict resolution techniques.

- Assess effectiveness of conflict resolution techniques.
3. Describe the social and cultural diversity occurring within communities.
 - Identify community demographics
 4. Identify ethical principles and dilemmas affecting interaction patterns at both the parent-teacher and community levels.
 - Review interaction scenarios to identify ethical dilemmas
 - Examine NAEYC's Code of Ethics
 5. Identify and explain basic components of effective communication as these may apply to child, parent, and teacher.
 - Demonstrate various components of communication.
 - Conduct a mock parent/teacher conference
 6. Collect and share information on effective parenting techniques and programs with parents.
 - Investigate the dynamics of effective parenting education with emphasis on existing programs/models.
 7. Define community, and community service systems, levels of community interaction and involvement, and ethical principles involved.
 - Locate information on community programs.
 8. Identify community resources for individual parents or teachers, for parent or teacher groups, and issues affecting availability, access, and utilization.
 - Develop a parent brochure of community services and information.
 9. Demonstrate knowledge of community resources by identifying an issue or problem and gathering information from local agencies for resolving it.
 - Identify a parent and or parent/teacher issue.
 - Gather information for resolving parent/teacher issues.
 10. Develop support strategies for parent and community involvement within early

childhood setting.

- Discuss strategies for including parents, family, and community in children's programs.
- Plan activities for involvement in early childhood settings.

EVALUATION CRITERIA

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level. The final grade will be derived from:

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| Exams | 60% |
| Projects | 20% |
| Written | <u>20%</u> |
| | 100% |

College Grading System:

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| 92 - 100 | = A |
| 83 - 91 | = B |
| 75 - 82 | = C |
| 0 - 74 | = R |

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.