

CHLD551
Staff and Family Relations

Instructor: Dr. Chris Coughlin

Office: Modoc 102; Phone: 898-4761

Office Hours: Tuesday & Thursday 11-12; Wednesday 2-5; and by appointment

E-mail: Please send all email to me through Vista

Course Description:

This course is the study of inter-relationships among staff, parents, and children in child development programs. It includes knowledge of parent education, communication techniques, staff management and relationships, observation of parent meetings, and other aspects of program functioning.

Prerequisites:

CD 250-251/equivalent. This course is intended for second semester juniors and seniors. It is designed for those who intend to work with children and their families in educational settings. Previous experience in a child development center is helpful.

Student Outcome Assessment Plan (SOAP) & Course Objectives:

Upon graduation, all CD majors are expected to have mastered the knowledge and be able to apply concepts from six areas: CD Foundations, Child Assessment and Study, Programs for Children and Families, Professional Qualities, Critical Thinking, and Developmental Contexts. The material covered in CHLD551 fulfills at least three of these of the strategic learning priorities for the major:

SOAP	Course Objective
III. Programs for Children & Families	Increase knowledge of the inter-relationships of parents, children and care givers. To critically evaluate components of group meetings-parents and staff.
IV. Professional Development	To analyze the goals and objectives of different early childhood education programs. To understand the ethical issues associated with working with parents and children.
VI. Developmental Context	To critically evaluate the components of parent education: resources, articles, and programs aimed at parents, parent involvement and participation.

Materials completed in this course may be included in your senior portfolio. More details are available in CD 495.

Required Texts:

Olsen, G., & Fuller, M.. (2008). Home-school relations: Working successfully with parents and families (3rd ed.). Boston: Pearson Education.

Lynch, E. W., & Hanson, M. (2009). Developing cross-cultural competence: A guide to working with children and families (3rd ed.). Baltimore: Paul H. Brookes.

Required Reading:

Readings as assigned

Course Requirements and Points:

Quizzes	50 points
In Class Assignments	35 points
Reading Discussion	50
Community Needs Assessment	150 points
Total	285 points

Grading Scale:	
90-100%	A range
80-89%	B range
70-79%	C range
60-69%	D range
Below 60%	F

Quizzes (50 points possible):

There will be three “pop” quizzes worth 25 points each. The lowest score on one of the quizzes will be thrown out. The quizzes will cover readings and material assigned for that particular week.

In-class Assignments (35 points possible):

Students will be asked to contribute to class discussions through individual and group discussions/presentations, as well as, be asked to demonstrate their understanding of the reading material through in-class response and/or reflection papers. Participation in these various in-class activities will be worth a maximum of 35 points. These are in-class assignments and thus cannot be submitted if a student does not attend the class. However, students will be able to “make-up” one missed in-class assignment by observing and writing a one to two page summary of a parent-teacher, administration-staff or some other type of relevant professional meeting.

Reading Discussion (50 points possible):

Students, working in small groups (or pairs), will take leadership of one of the weekly reading assignments and take responsibility for the class discussion of the material as well as the in-class assignment. Students will be assigned their specific reading discussion material the second week of classes. Each group will also be asked to find at least one web based resource to support the topic of their reading and submit the web link along with a brief description of the web resource

via Vista email no later than 5:30 pm the night of their discussion (presentation of the reading material).

Community Needs Assessment (150 points possible):

Students, working in small groups (maximum of 4 students per group), or individually, will conduct a community needs assessment relevant to the well-being of children and families. Students will be asked to conduct a study to determine the need for a service Or students may select to assess a current service available to children and/or families to determine how well it meets the needs of its clients and the community. This project will be discussed more thoroughly in class and students will be given detailed instructions and assessment criteria. The Needs Assessment paper is due at the beginning of the class on the assigned due date. You must bring your paper to class on the assigned due date OR you can turn it in early, via email, in the case of an emergency. I will only accept papers early via email! Late papers will automatically receive a 15 point reduction and one point for everyday late past the due date.

COURSE SCHEDULE

This is a tentative Class Schedule and is subject to change!

Please Note: It is expected that students come to class prepared to discuss the material assigned each week – for example, students should come to class Week 2 having read Home School Relations, Chapters 2 and Developing Cross-Cultural Competence, Chapter 1.

Week & Date	Readings and Discussions Text: Chapter(s)	Assignments, Tests, Etc
Week 1 Jan 24	Home-School Relations: 1	
Week 2 Jan 31	Home-School Relations: 1 continued Developing Cross-Cultural Competence: 1	
Week 3 Feb 7 Group 1	Home-School Relations: 2, 4 Developing Cross-Cultural Competence: 2, 3	In-class assignment worth 5 points
Week 4 Feb 14 Group 2	Home-School Relations: 5, 6 Developing Cross-Cultural Competence: 4, 5	In-class assignment worth 5 points
Week 5 Feb 21 Group 3	Home-School Relations: 7, 9 Developing Cross-Cultural Competence: 6, 7	In-class assignment worth 5 points
Week 6 Feb 28 Group 4	Home-School Relations: 11, 12 Developing Cross-Cultural Competence: 8, 9	In-class assignment worth 5 points
Week 7 Mar 7 Group 5	Home-School Relations: 13, 14 Developing Cross-Cultural Competence: 10, 11	In-class assignment worth 5 points
Spring Break	Spring Break	
Week 8 Mar 22 Group 6	Home-School Relations: 15, 16 Developing Cross-Cultural Competence: 12, 13	In-class assignment worth 5 points
Week 9 Mar 28	Work on Needs Assessment	
Week 10 Apr 4	Work on Needs Assessment Project	
Week 11 Apr 11	Work on Needs Assessment Project	
Week 12 Apr 18	Work on Needs Assessment Project	
Week 13 Apr 25	Class meets to complete SETs Work on Needs Assessment Project	Project Status Update, worth 5 points
Week 14 May 2	Work on Needs Assessment Projects	Needs Assessment Projects Due no later than Thursday May 5, 5:00 pm

Week 15 May 9	Present Needs Assessment Projects	
Week 16 May 16	Present Needs Assessment Projects Class will meet during final time: Wednesday, May 18 at 6:00-7:50	

Class and University Policies

1. The instructor reserves the right to make changes to the syllabus if needed, changes will be announced in class.
2. Missed in-class activities may not be made up.
3. Make-up exams will be given only in the event of a documented emergency.
4. The Needs Assessment Document is due at the beginning of the class on its assigned due date. Late papers will automatically receive a 15 point reduction and one point for everyday late past the due date.
5. Please be considerate of others at all times:
 - be on time and seated when class begins;
 - remain in your seat until class is dismissed (except in the event of an emergency);
 - refrain from talking or causing distractions when others are speaking.
 - silence all cell phones and pagers, do not answer them in class!
6. University policy for incompletes and withdrawals will be strictly followed.

Academic Dishonesty & Plagiarism

The university has a strict policy concerning academic dishonesty and plagiarism. Both may result in a failing grade for a course. One of the most common forms of plagiarism is the copying of someone else's (author, professor, another student) words, ideas, or work and presenting them as your own. If you are unsure about what constitutes these offenses, check with me. Cheating on exams also falls into this category and will result in a failing grade.

Disabilities

Qualified students with disabilities needing appropriate academic adjustments should inform the instructor during the first week of the course.