ECED 2110: Child and Family Relations in a Diverse World

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 3
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course helps professionals working with young children increase their understanding of diverse families and provides an opportunity to examine how current societal and community issues impact the development of children and the well-being of families. Students will examine the types of stressors that families face, as well as the importance of forging effective partnerships with families and the community organizations and resources available to support them.

B. COURSE EFFECTIVE DATES: 01/13/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Examine biases, privileges, and preferences as they relate to working with children and families.
2. Discuss social, economic, and cultural risk factors and understand their effects on children and families.
3. Explain the concepts of belonging and family connectedness.
4. Describe how family, culture, community, and society impact children and their families.
5. Analyze diverse family systems, healthy family traits, and positive strategies to communicate with and support families.
6. Compare theories of parenting styles, family dynamics, and relationships throughout the life span.
7. Examine educational options, community resources, and services available to support families and children.
D. LEARNING OUTCOMES (General)

1. A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including:
   (5) the concepts of belonging and family connectedness as crucial to the development of young children.
   (6) that children are best understood in the contexts of family, culture, and society (TECE 3.A.5, 3.A.6)

2. A teacher of young children establishes and maintains positive, collaborative relationships with families. The teacher must understand:
   (1) the need to respect families’ choices and goals for their children and the need to communicate with families about curriculum and their children's progress;
   (2) the need to be sensitive to differences in family structures and social and cultural backgrounds;
   (3) theories of families and dynamics, roles, and relationships within families and between families and communities;
   (4) how to support families in assessing educational options and in making decision
   (5) how to link families with a range of family-oriented services based on identified resources, priorities, and concerns. (TECE 3.J.1, 3.J.2, 3.J.3, 3.J.4, 3.J.5)

3. (LO #2 con't)
   (5) how to link families with a range of family-oriented services based on identified resources, priorities, and concerns. (TECE 3.J.1, 3.J.2, 3.J.3, 3.J.4, 3.J.5)

4. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:
   (D) understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
   (E) understand how a student’s learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values (SEP 3.D, 3.E)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted