



EFFECTIVE: SEPTEMBER 2001

CURRICULUM GUIDELINES

A: Division: **Instruction** Date: **7 February 2001**
 B: Department/ **Faculty of Child, Family and** New Course Revision
 Program Area: **Community Studies**
 If Revision, Section(s) Revised: **H & I**
 Date Last Revised: **30 September 1996**

C: **ECED 312** D: **Perspectives on Families** E: **1.5**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course explores current issues and policies affecting children and their families from historical, cultural and feminist perspectives. Through the sharing of critical incidents, students are encouraged to examine and enhance their skills in communicating with and supporting families.		
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture\Practice 30 hours Total hours 30 hours Number of Contact Hours: (per week / semester for each descriptor) Number of Weeks per Semester:	H: Course Prerequisites: ECED 211 I: Course Corequisites: J: Course for which this Course is a Prerequisite: ECED 412 K: Maximum Class Size: 30	
L: PLEASE INDICATE: *Block transfer to UVIC School of Child and Youth Care. <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives/Learning Outcomes**A.** Knowledge of Perspectives of Families

1. **Family Systems** - understands and recognizes key elements about the nature of families: families are diverse in patterns and structure; families have strengths; families are a unique system within the context of other systems; and families are constantly changing.
2. **Family-Centered Care** - demonstrates an understanding that families are involved as initiators, primary decision makers, and information providers in a family-centered approach.
3. **History and Philosophy** - understand the assumptions, practices and skills embedded in the history and philosophy of working in partnership with families.

B. Skills in Perspectives of Families

1. **Professional Skills** - works cooperatively with children and family members as listener, communicator, supporter, facilitator, guide and problem solver. Develops effective interpersonal skills.
2. **Family Centered Care** - applies the principles of the family-centered approach.
3. **Inclusion** - promotes opportunities for children and families of different abilities, ethnicity, gender, culture, age, and temperament to grow together in an environment of mutual respect.

C. Attitudes in Perspectives of Families

1. **Family Centered Care** - acknowledges that families are of central importance in the child's life, and works toward building a close relationship between home and the early childhood setting.
2. **Inclusion** - believes in the equality of all people regardless of ability, ethnicity, sex, culture or temperament.

N: Course Content

Global ideas that guide the design and delivery of the course:

1. Early childhood educators work cooperatively with children and family members as listener, communicator, supporter, facilitator, guide and problem solver. The development of effective skills for relating interpersonally is essential to being a reflective practitioner.
2. Early childhood educators recognize key elements about the nature of families: families are diverse in patterns and structure; families have strengths; families are a unique system within the context of other systems; and families are constantly changing.
3. The role of early childhood educator one facilitates collaboration with families at all levels of service provision.
4. Understanding and valuing diversity means that all children and families are encouraged to develop their full potential and are appreciated for their individual gifts and abilities, culture, race, gender ethnicity, age, and social class.
5. Early childhood education has a long, rich tradition of parent involvement. The early childhood educator is knowledgeable about the history and philosophy of working in partnership with families.

O: Methods of Instruction

- S** Lecture
- S** Class discussion
- S** Videos

P: Textbooks and Materials to be Purchased by Students:
(Use Bibliographic Form):
T.B.A.

Q: Means of Assessment

1. **Adherence to college evaluation policy regarding number and weighting of evaluations, i.e., a course of three credits or more should include at least five separate evaluations.**
2. **A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e., oral, individual, group, narrative, research.**
3. **A developmental approach to evaluation that is sequenced and progressive.**
4. **Evaluation being used as a teaching and learning tool for both students and instructors.**
5. **Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.**

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR
This course is available for PLAR.

Course Designer(s): **Carol Ebner Howorth**

Education Council/Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar: