

**NOVA COLLEGE-WIDE COURSE CONTENT SUMMARY**  
**CHD 216 – EARLY CHILDHOOD PROGRAMS, SCHOOLS, AND SOCIAL CHANGE (3 CR.)**

**Course Description**

Explores methods of developing positive, effective relations with families to enhance their developmental goals for children. Considers culture and other diverse needs, perspectives, and abilities of families and educators. Emphasizes advocacy and public policy awareness as an important role of early childhood educators. Describes risk factors and identifies community resources. Lecture 3 hours per week.

**General Course Purpose**

To develop the student's skills in working effectively with families, schools, and other professionals and agencies in support of the positive developmental outcomes for children. The course is designed for pre-service and practicing educators teaching children in the early childhood age range, and others who may work in allied fields.

**Course Prerequisites/Corequisites**

Functional literacy in the English language; reading at the 12th grade level.

**Course Objectives**

Upon completing the course, the student will be able to:

- a) Identify diverse types of family patterns, including characteristics and influences
- b) Describe the way in which families function as systems within and across communities
- c) Distinguish family stressors, typical reactions to stress, and risk factors for family dysfunction
- d) Recognize the importance of diversity and culture in the growth of development in children, families, and communities
- e) Create models for parent involvement within early childhood education classrooms
- f) Formulate strategies for effective communication between home and school
- g) Locate community resources, both public and private that support families
- h) Illustrate the importance of the role of advocacy in early childhood education
- i) Identify and apply appropriate learning standards as they relate to early childhood education

**Major Topics to be Included**

- a) Family systems theory and application of principles
- b) Diversity within families and how this affects relationships with schools
- c) The range and role of community service agencies working with families
- d) The importance of parent involvement in schools
- e) Ethics and public policy including professional standards
- f) Family and professional relationships
- g) Transitioning from early intervention to preschool