

T&L 2900— Early Childhood: Family-Centered Services

Course at a Glance

Instructor: Aumony Dahl

Length: Approximately 30 hours, complete in 4 months

Dates: Rolling admission

Number of Graduate Professional Development Credits: 2, from the University North Dakota

Introduction

Early Childhood: Family-Centered Service is a course that seeks to promote the development of thoughtful, knowledgeable, effective educators for a diverse society. The course provides conceptual frameworks for working with families of children from a variety of backgrounds. Course content places an emphasis on family-centered practices designed to help early childhood professionals involve and support families in the care and education of children.

Family-Centered Services is a continuum of services that employ the family-centered practice approach to promote the primary goals of child welfare: safety, permanency, and well-being. A family-centered practice approach is a way of organizing and delivering assistance and support to families based on interconnected beliefs and attitudes that shape the program philosophy and behavior of personnel as they organize and deliver services to children and families.

This course is designed for anyone planning programs for young children--child-care providers, early childhood educators, and health care or social services providers, to name a few.

This online, self-paced program can be started and completed at the student's own leisure **within four months from the UND assigned course start date after enrollment.**

CDA Related Information: This course is one part of a five part series on early childhood education. Upon completion of all five courses, you will have covered all of the CDA Competencies to prepare you to take the CDA exam (**applicable in certain states, not in North Dakota**). This course specifically covers CDA Competencies 1-9, 12, and 13 (**Check your individual state requirements**), which all relate to the establishment of well-run, purposeful programs for young children that are responsive to individual needs and advance the development of the whole child.

Other courses in this five part series includes:

- Early Childhood, Infant & Toddler Mental Health: Issues & Information for Educators, 2 credits
- Early Childhood: Observation & Assessment, 3 credits
- Early Childhood: Typical & Atypical Development, 3 credits
- Early Childhood: Program Planning, 3 credits

Learning Objectives

At the conclusion of this course students will be able to:

- Working knowledge of the major frameworks for understanding about family systems, transitions, and diversity.
- Competence in communicating about the role of families in promoting optimal growth, development, and learning from pre-birth to age five.
- Ability to seek out appropriate local, regional and national resources when working with families facing special challenges (e.g. children who have teenaged or divorced parents, are newly immigrated, have experienced abuse/neglect and/or poverty, or have special needs).
- Skill in designing appropriate professional practices related to enhancing and assessing positive staff-parent communication and involvement.

Session Topics

The **Family-Centered Services** course has been divided into four chapters:

- Chapter 1: Introduction to Family-Centered Services
- Chapter 2: Understanding Families
- Chapter 3: Working Together: A Shared Responsibility
- Chapter 4: Building Communities of Care

Course Materials

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. There are NO required textbooks.

Assignments & Examinations

Assignments-

This course has two required writing components. **ALL ASSIGNMENTS ARE REVIEWED.**

1) **Essay Requirement: Critical Thinking Questions**

There are four Critical Thinking Questions that you must complete. You will do research on the questions and write brief essay responses relating it to the course content (and your personal experiences, when possible).

2) **Essay Requirement: Journal Articles**

This task requires you to write a review of three peer-reviewed or scholarly journal articles (blogs and news articles are not acceptable) of your choice on a topic related to this course.

Examinations-

At the end of each course section, you will be expected to complete an examination designed to assess your knowledge. There are a total of 4 exams in this course. You may take these exams a total of three times.

Grading

This online course uses **Letter Grading (A, B, C, or F)**.

- **Writing assignments for this course comprise 50%** of the final grade.
- **The remaining 50% of the grade will be the average from the four (4) course examinations.**

Course Grading Scale for Letter Grades:

A = 90 - 100% of total score

B = 80 - 89%

C = 70 - 79%

F= below 70%

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>