

Syllabus
ECED 2070
Family & Community Relationships
2021

Committee Members:

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Deanna Peterson, Metropolitan Community College
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Facilitator: Julie Miller NDE

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	03/30/2021	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/26/2021	Adopt
 Chief Academic Officer, Metropolitan Community College	03/29/2021	Adopt
 Chief Academic Officer, Mid-Plains Community College	03/26/2021	Adopt
 Chief Academic Officer, Nebraska Indian Community College	03/27/2021	Adopt
 Chief Academic Officer, Northeast Community College	03/26/2021	Adopt
 Chief Academic Officer, Southeast Community College	03/29/2021	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/30/2021	Adopt



I. CATALOG DESCRIPTION

Course Number: ECED 2070
Course Title: Family and Community Relationships
Prerequisites: None

Catalog Description: This course focuses on the development of skills, techniques and attitudes needed to form successful collaboration with diverse family systems and communities. Ten hours of volunteer service learning required.

Credit Hours: 3.0 Semester Credit Hours/ 4.5 Quarter Hours

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

1. Recognize diverse family structures and describe how to best meet their needs.
2. Identify strong family characteristics and determine how educators can build upon the strengths of each family unit.
3. Determine the role of the educator as a partner in assisting families facing challenges in today's world.
4. Analyze communication skills and methods that promote effective working relationships with families.
5. Identify appropriate community resources for families and possible referrals.
6. Evaluate the impact of service to the community, as it relates to children and their families.
7. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and communities.

III. STUDENT LEARNING OUTCOMES:

Students will be able to:

1. Define diverse family structures and explain how to meet their unique needs.
2. Evaluate diverse family case studies and determine ways to build on a family's strengths.
3. Assess the challenges and issues facing families and establish professional and ethical methods of supporting them.
4. Explain the importance of positive relationships between children, families, and community partners.
5. Demonstrate the skills and abilities to create or enhance partnerships with families.
6. Compile a reference/resource list of community resources to support families.
7. Perform ten hours of volunteer service/service learning in agencies serving children and families.
8. Synthesize how knowledge and experience from this course enhance the relationships among educators, families, and communities.

IV. COURSE CONTENT/TOPICAL OUTLINE

1. Introduction to families
 - a. Definition and demographics of modern families
 - b. Roles parents play
 - c. The importance of parents as advocates
2. Family partnerships in early care and education
 - a. Benefits of involving families for children, families and teachers
 - b. Barriers to engaging families
 - c. Foundations of successful relationships
3. Methods for developing partnerships
 - a. Communication with families
 - b. Teachers, families and communities
 - c. Components of home visits

4. Making a partnership work
 - a. Families with diverse backgrounds
 - b. Families with challenging circumstances
 - c. Resolving challenges

V. INSTRUCTIONAL MATERIALS

Suggested Text: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Gestwicki, Carol. Home, School, and Community Relations: A Guide To Working with Families. Thompson Delmar Publishers. Most current edition.

Gonzalez-Mena, J. (2017). Child, family, and community: Family-centered early care and education (7th ed.). Pearson

Supplemental Text:

Nebraska Department of Education. *Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards*, www.education.ne.gov/oec/early-learning-guidelines

VI. METHODS OF INSTRUCTION

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, presentations by families, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

VII. METHODS OF EVALUATION

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

VIII. INSTITUTIONAL DEFINED SECTION

To be used at the discretion of each community college as deemed necessary.