

Syllabus

ECED2070

FAMILY AND COMMUNITY RELATIONSHIPS

2015

Committee Members:

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Facilitator

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Date Reviewed:

1-23-15

Jody Tomanek

NCCA Council of Chief Academic Officers Chair

Date Approved:

3-20-15

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 AND COMPETENCIES

The course will:

1. Identify the various types of families and describe how to best meet their needs.
2. Identify what makes a strong family and determine how early childhood educators can build upon the strengths of each family unit.
3. Determine the role of the early childhood educator as a partner in assisting families facing challenges in today's world.
4. Identify communication skills that promote effective working relationships with families.
5. Identify appropriate community resources for families and possible referrals.
6. Identify the value of service to the community
7. Help the student form connections between personal experiences, practice, and theory related to family and community relationships.
8. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and community partners.

III. STUDENT LEARNING OUTCOMES:

The student will:

1. Define family types and explain how to meet the needs of each type.
2. Critically evaluate family case studies and determine ways to build on a family's assets.
3. Recognize the challenges and issues facing families and establish professional and ethical methods of assisting families.
4. Demonstrate the skills and abilities that create or enhance partnerships with families.

5. Compile a reference / resource list of community resources around an identified family need focus.
6. Perform ten hours of volunteer service / service learning.
7. Analyze, evaluate and articulate how the knowledge and experiences from this class enhance the relationship among early childhood educators, families and communities.
8. Explain the importance of positive relationships between children, families and community partners.

IV. COURSE CONTENT/TOPICAL OUTLINE

A. Introduction to families

- 1) Definition and demographics of modern families
- 2) Roles parents play
- 3) The importance of parents as advocates

B. Family partnerships in early care and education

- 1) Benefits of involving families for children, families and teachers
- 2) Barriers to engaging families
- 3) Foundations of successful relationship

C. Methods for developing partnerships

- 1) Communication with families
- 2) Teachers, families and communities
- 3) Components of home visits

D. Making a partnership work

- 1) Families with diverse backgrounds
- 2) Families with challenging circumstances
- 3) 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.

Supplemental Text:

Nebraska Department of Education. *Nebraska Early Learning Guidelines for Ages 3 to 5.* 2013 http://www.education.ne.gov/oec/pubs/ELG/3_5_English.pdf

Nebraska Early Learning Guidelines Birth to 3, Nebraska Department of Education and Nebraska Department of Health and Human Services

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 defined by individual institution.

NAEYC Standards, Sub-standards and Key Elements and Supportive Skills	Addressed in Course
1. Promoting Child Development and Learning	
1a. Knowing and understanding young children’s characteristics and needs.	
1b. Knowing and understanding the multiple influences on development and learning	
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	
2. Building Family and Community Relationships	
2a. Knowing about and understanding family and community characteristics	X
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	X
2c. Involving families and children in their children’s development and learning	X
3. Observing, Documenting and Assessing to Support Young Children and Families	
3a. Understanding the goals, benefits and uses of assessment	
3b. Knowing about assessment partnerships with families and with professional colleagues	X
3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	
3d. Understanding and practicing responsible assessment to promote positive outcomes for each child	
4. Using Developmentally Effective Approaches to Connect with Children and Families	
4a. Understanding positive relationships and supportive interactions as the foundation of their work with children.	X
4b. Knowing and understanding effective strategies and tools for early education.	
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	
4d. Reflecting on their own practice to promote positive outcomes for each child.	X
5. Using Content Knowledge to Build Meaningful Curriculum	
5a. Understanding content knowledge and resources in academic disciplines.	
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	
5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	
6. Becoming a professional	
6a. Identifying and involving oneself with the early childhood field.	X
6b. Knowing about and upholding ethical standards and other professional guidelines.	
6c. Engaging in continuous collaborative learning to inform practice.	X
6d. Integrating knowledgeable, reflective and critical perspectives on early education.	
6e. Engaging in informed advocacy for children and the profession.	X

Supportive Skills	Addressed in Course
Skills in self-assessment and self-advocacy	X
Skills in mastering and applying foundational concepts from general education	X
Written and verbal communication skills	X
Skills in making connections between prior knowledge/experiences and new learning	X
Skills in identifying and using professional resources	X