

SYLLABUS  
PART I  
EDISON STATE COMMUNITY COLLEGE  
ECE 221S FAMILY AND COMMUNITY RELATIONS  
3 CREDIT HOURS

**COURSE DESCRIPTION:**

Explores educational considerations for teachers including the policies, theories, practices, skills, and knowledge of home, school, and community partnerships. Candidates will examine: the multiple influences on the whole child; accessibility of community services and supports; ethical, practical, and culturally competent decisions to foster family engagement; knowledge and skills needed to address family structure, socio-cultural and linguistic backgrounds, identities and customs, and advocacy for children and families. Recommended preparation: EDU 111S and ECE 115S. Participation in service learning is required. Lab fee.

**COURSE GOALS**

The student will:

Bloom's Level		Program Outcomes
	<b>Families: Knowing about and understanding family community characteristics:</b>	
1	1. Describe the impact of multiple influences (e.g.; socioeconomic status, home environment, community context, school setting, and special needs) on the development of the whole child in terms of the family.	1, 2, 4, 5, 6
1	2. Identify the unique components of family structure that create foundations for learning along with the interactions that enhance these components, including individual identity, customs, and social, cultural, and linguistic background.	1, 2, 4, 5, 6
2	3. Explain the importance of establishing and maintain positive, productive and collaborative relationships with families.	4, 5, 6, 10, 11, 16, 24
	<b>Families: Knowing about and understanding diversity of family characteristics:</b>	
1	4. Describe ways to create partnerships that respect family choices and goals for children.	4, 5, 6
4	5. Produce examples of effective interpersonal communication skills in the process of family/ educational setting/community relations and involvement through written or oral means.	4, 5, 6
	<b>Community: Supporting and collaborating with families and communities through respectful, reciprocal relationships:</b>	
1	6. Describe the availability, accessibility, and impact of formal and informal resources (e.g., civic organizations, senior citizen centers, and peer parents), local supports, and agencies serving the child, family, and community.	24
1	7. Explain how early childhood professionals can ethically engage in informed advocacy within the community to support children and families.	4, 5, 6, 24
	<b>Schools: Engaging families and communities in each child's development and learning:</b>	
5	8. Evaluate the relationship between family involvement and student learning.	2, 4

1	9. Describe the importance of building rapport with families in respectful and culturally responsive ways when solving classroom problems, supporting learning, and including families in the assessment of their child's development and learning.	2, 4, 5, 6, 9
5	10. Plan developmentally appropriate experiences within learning environments that involve families and communities by providing opportunities and resources to promote each child's optimal development and learning.	11, 12, 18
1	11. Describe the aspects of the social and emotional climate of the school setting/community (e.g.; bullying, discipline policies, and character education) and its influence on student well-being.	13, 14, 21, 24

#### CORE VALUES

The Core Values are a set of principles that guide in creating educational programs and environments at Edison State. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these Core Values whenever appropriate.

#### TOPIC OUTLINE

1. Families and Multiple Influences
2. Diversity
3. Creating Partnerships with Parents
4. Interpersonal Communication Skills
5. Community Services and Supports
6. Advocacy
7. Family Involvement and Student Learning
8. Opportunities and Learning Resources
9. School Climate