Course Syllabus
Child, Family and Community

Credit Hours: 3  Lecture Hours: 3  Laboratory Hours: 0

Catalog Description:
This course focuses on the diverse needs of the child within the context of family, school and community. The course will examine the interplay of diverse cultures, lifestyles, abilities, language and communication with the role of the early childhood environment and other community institutions. Students will gain an understanding of their professional role in supporting evidence-based practices that strengthen respectful, collaborative family/child partnerships through effective use of community and family resources.

Course/Lab Outline:
1. Understanding Families
2. A Theory-Based Approach to Family Involvement in Early Childhood Education
3. Understanding Family Diversity
4. Developmental Issues in Families with Young Children
5. Family Strengths, Family Functions, and Family Structure
6. Parenting
7. Family Stress
8. A Family-Based Philosophy in Early Childhood Education
9. Family-Staff Relationships
10. Supporting Young Children's Learning at Home
11. Parent Education and Family Life Education
12. Early Childhood Educators in the Community

Required Textbook(s):

Additional Resources Referenced in the Course:


National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media. (March 6, 2012). *Joint Position Statement on Technology and Interactive Media.* Retrieved from http://www.naeyc.org/content/technology-and-young-children


Save The Children. (June 2007). *Child Care: An Essential Service for Disaster Recovery.* Retrieved from [http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/issuebrief3_07.pdf](http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/issuebrief3_07.pdf)


**Expected Learning Outcomes:**

Upon completion of this course, the student will be able to:

1. Identify the unique characteristics of each family and the impact of culture, social background, language, abilities, communication styles, and values on the development and learning of each child.

2. Discuss the benefits, limitations, and biases of the diverse communication formats one must acknowledge in order to establish cooperative relationships that respect the diversity and uniqueness of all families.

3. Describe the importance of recognizing one’s own cultural and linguistic heritage while incorporating the family goals and desires for their own children in the educational process.

4. Identify, review, and compile community resources, including resources related to the responsible use of digital tools, to support the diverse structures, home languages and needs of families.

5. Describe and demonstrate skills that are necessary for professionals within early childhood education to work together as a team, to collaborate, and to advocate in ways that are responsive to the diversity and complexity of each family’s system.

6. Analyze and develop strategies for implementing effective program policies (local, state and national) that safeguard families who are culturally and linguistically diverse and provide quality care and education for each child.

7. Understand that early childhood programs and professional organizations serve as a catalyst within the larger community context to bring family members and community agencies together to create and support quality care and education programs.

8. Recognize the skills needed for working effectively with colleagues and volunteers and for serving in a supervisory role.
During the Application Activities for this class the students will be focusing on the following DEC Recommended Practices:

<table>
<thead>
<tr>
<th>Application Activity &amp; Site</th>
<th>Focus</th>
<th>DEC Recommended Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Choice</td>
<td>Family Profile</td>
<td>A10 With each family’s agreement, professionals help families identify their resources, concerns, and priorities related to their child’s development. F5 Family/professionals’ relationship building is accomplished in ways that are responsive to cultural, language, and other family characteristics. PP16 Students participate in activities in which they systematically learn about and from various cultural and linguistic groups in ways that are not stereotypic.</td>
</tr>
<tr>
<td>#2 Choice</td>
<td>Community Resources</td>
<td>F7 Practices, supports, and resources support family participation in obtaining desired resources and supports to strengthen parenting competence and confidence. F8 Intrafamily, informal, community and formal supports and resources are used to achieve desired outcomes.</td>
</tr>
<tr>
<td>#3 Choice</td>
<td>Family Involvement Plan</td>
<td>F2 Family members and professionals work together and share information routinely and collaboratively to achieve family-centered outcomes. F5 Family Guiding Principles and Practices for Delivery of Family Centered Services. /professionals’ relationship building is accomplished in ways that are responsive to cultural, language, and other family characteristics.</td>
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<tr>
<td>#4 Choice</td>
<td>Family Night</td>
<td>F6 Practices and supports, and resources provide families with participatory experiences and opportunities promoting choice and decision making. F15 Family and child strengths and assets are used as a basis for engaging families in participatory experiences supporting parenting competence and confidence.</td>
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<tr>
<td>#5 Choice of Community Service Agency</td>
<td>Community Service Project</td>
<td>F13 Practices, supports, and resources are responsive to the cultural, ethnic, racial, language, and socioeconomic characteristics and preferences of families and their communities. PP17 Students participate in activities in which they acknowledge their own biases and recognize their own culture as being one of many which have equal validity. PP20 Students participate in activities in which they learn to recognize the potential “power” differential that may exist between them and the families they serve and learn about issues that may be of concern to specific groups (e.g. racism and prejudice).</td>
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Method of Evaluation (Tests/Exams, Grading System):

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Points</th>
<th>Approximate % of final grade</th>
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<tbody>
<tr>
<td>Discussion Board</td>
<td>8 x 15 = 120</td>
<td>13</td>
</tr>
<tr>
<td>CONNECT and Star Legacy Modules</td>
<td>3 x 50 = 150</td>
<td>16</td>
</tr>
<tr>
<td>4 Application Activities</td>
<td>4 x 45 = 180</td>
<td>19</td>
</tr>
<tr>
<td>5th AA: Service Learning Project</td>
<td>100</td>
<td>11</td>
</tr>
<tr>
<td>8 Question and Answer</td>
<td>8 x 50 = 400</td>
<td>42</td>
</tr>
<tr>
<td>TOTAL</td>
<td>950</td>
<td>100</td>
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90-100%  A  
80-89%  B  
70-79%  C  
60-69%  D  
Below 60%  F  