1. **COURSE TITLE\*:**  Families, Communities, and Schools
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 2228
3. **PREREQUISITE(S)\*:** None  **COREQUISITE(S)\*:**  None
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*: 3**   **LECTURE HOURS\*:**   **3**

 **LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course 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.

1. **LEARNING OUTCOMES\*:**

**Course Objectives:** The purpose of this class is to provide students with a comprehensive look at parent-school-community partnerships that will enhance their understanding of how to establish parent and community involvement programs. As a result of this course, students will be able to:

1. Establish and maintain positive relationships with families through written and oral communications such as:
	* Parent-teacher conferences
	* Newsletters
	* Parent/child activity nights
	* Home visits
2. Involve parent in assessing and planning for:
	1. Individual children
	2. Children with learning disabilities
	3. Children with special abilities
3. Apply family systems theory,
4. Apply knowledge of dynamics, roles, and relationships,
5. Demonstrate knowledge of the history of family and parental involvement,
6. Develop an awareness and sensitivity to differences in family structures and social and cultural backgrounds.

**TAG Objectives:**

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.
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.
3. Explain the importance of establishing and maintaining positive, productive and collaborative relationships with families.
4. Describe ways to create partnerships that respect family choices and goals for children.
5. Produce examples of effective interpersonal communication skills in the process of family/educational setting/community relations and involvement through written or oral means.
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.
7. Explain how early childhood professionals can ethically engage in informed advocacy within the community to support children and families.
8. Evaluate the relationship between family involvement and student learning.
9. Describe the importance of building rapport with families in respectful, culturally responsive ways, when solving classroom problems, supporting learning, and including families in the assessment of their child’s development and learning.
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. 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.
12. **ADOPTED TEXT(S)\*:**

*Parents as Partners in Education: Families and Schools Working Together*; 10th Edition; Eugenia Hepworth Berger & Mari Riojas-Cortez

Pearson Publishing

**OR**

Inclusive Access (Follett)

ISBN: 978-0-13-519114-9

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Family Board | 25 | 8 |
| Tests | 90 (3x30) | 30 |
| Discussion Forums | 120 (12x10) | 40 |
| Newsletter | 20 | 7 |
| Community Presentation  | 25 | 8 |
| Parent Workshop | 20 | 7 |
| Total | 300 | 100% |

**Family Board (25 points):** Student will develop a 20 slide PowerPoint Presentation of their family. This can include pictures, poems, graphics, etc. This presentation should include immediate family and extended family. You can talk about family celebrations, hobbies, and traditions.

|  |  |
| --- | --- |
| **Family Board** |  |
|  | **Points** |
| Minimum of 20 items displayed | 15 |
| Creativity | 5 |
| Presentation of family board | 5 |
|  Total points | 25 |

**Newsletter (20 points):** Student will develop a 2 page parent newsletter. The letter should be informative and interesting.

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**Community Resource Presentation (25 points):** Student will develop a 20 slide PowerPoint Presentation of their community showing the community’s resources and assets. You will develop your presentation based on the following:

* Asset mapping provides information about the strengths and resources of a community and can help uncover solutions.
* Community assets include organizations, people, partnerships, facilities, funding, policies, regulations, and a community’s collective experience. Any positive aspect of the community is an asset that can be leveraged to develop effective solutions.
* Community resources are assets in a community that help meet certain needs for those around them. These assets can be people, places or structures, and community services.

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**Parent Workshop Project (20 points):** Student will develop a parent workshop utilizing Microsoft Word covering the following points:

* + Time: How long will the workshop last?
	+ Topic: What is the topic for the workshop and why did you choose the topic?
	+ Objectives: What are the objectives of the workshop?
	+ Introduction Activity: What type of ice-breaker will you use?
	+ Set-up: Where will the workshop be help? How will the room be set up?
	+ Participants: Who will be invited? Parents only? Parents and children?
	+ Technology: Where there be technology needed?

* + Materials: What materials will be needed? What materials will be provided to the participants?

This project must be 3 pages in length using Times New Roman font 12-pt and double spacing. You may utilize bullet points in your document. I want to see detail in your planning and covering all areas of the topic. Be creative in making the workshop fun and interesting.

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* **3 Tests (90 points); All tests will consist of essay questions.**
	+ Test 1 (30 points; Chapters 1-4)
	+ Test 2 (30 points; Chapters 5-8)
	+ Test 3 (30 points; Chapters 9-12)
* **12 Discussion Forums (120 points)**
	+ 10 points for each of the 12 chapters
		- You will answer the reflection question assigned in the chapter(s) which is listed on the Canvas Discussion Forum. Your response to each reflection (one per chapter) should be at a minimum 300 words. You need to respond to one other student's reflection. The minimum for your response is 200 words for each reflection.
1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

***Chapter 1: Family—Essential for a Child’s Development***

* + This chapter stresses the importance of families, schools, and communities understanding, respecting, and valuing one another to assist children in a healthy overall development.
* Objectives:
	+ Identify the influence of families on children’s development
	+ Discuss and examine the concept of funds of knowledge as it relates to children’s

development and families

* + Identify and describe different child development theories in relation to family involvement
	+ Analyze the role of the family in a child’s brain development
* Canvas Assignments:
	+ Review PowerPoint and Study Guide
	+ Complete Discussion Forum

**Week 2**

***Chapter 2: The Diversity of Families***

* + In this chapter on the diversity of families, you will find information that will help you examine the strengths and needs of families.
* Objectives:
	+ Define the term family
	+ List and describe the five stages of parenthood
	+ Examine the diversity of families
	+ Identify and explain the four parenting styles
	+ Discuss social issues that affect families today
* Canvas Assignments:
	+ Review PowerPoint and Study Guide
	+ Complete Discussion Forum

**Week 3**

***Chapter 3: Learning About Culturally and Linguistically Diverse Children and Families***

* + In this chapter you will find information that will assist you on how to understand and work with culturally and linguistically diverse children and their families.
* Objectives:
	+ Explain the terms *culture* and *diversity*
	+ Explain why examining one’s own identity (including one’s own ancestry,

culture, and values) is important before beginning work with culturally and

linguistically diverse families and children

* + Identify English language learners/dual language learners and programs that support their learning
	+ Determine the importance of culturally responsive pedagogy and identify strategies for implementation
	+ Discuss strategies for working with children and families who have a variety of linguistic and cultural backgrounds
* Canvas Assignments:
	+ Review PowerPoint and Study Guide
	+ Complete Discussion Forum

**Week 4**

***Chapter 4: Family Engagement: History and Social Influences***

* + In this chapter you will learn about how parent involvement in their children’s lives has evolved over time.
* Objectives:
	+ Define family engagement from a historical context
	+ Reflect on the views of children throughout history
	+ Explain the influence of social thinkers regarding views of children throughout history
	+ Identify social changes that influence family engagement
* Canvas Assignments:
	+ Review PowerPoint and Study Guide
	+ Complete Discussion Forum
* **Family Presentation Project due**

**Week 5**

**Test: Chapters 1-4**

**Week 6**

***Chapter 5: Creating Effective Partnerships: Families, Schools, and Community***

* + In this chapter on parent involvement in schools, which include child-care centers, preschools, and primary grades, you will learn about ideas regarding how to ensure relationships between the home, school, and community enhance the education of young children.
* Objectives:
	+ Define the meaning of family school collaboration in the context of school climate and parent attitudes
	+ Identify how to create family—school collaborations and the roles of the different

stakeholders

* + Describe school activities and resources that help in building collaboration with families in the community
	+ Explain how to create pathways for family engagement that build and strengthen collaboration
* Canvas Assignments:
	+ Review PowerPoint and Study Guide
	+ Complete Discussion Forum

**Week 7**

***Chapter 6: Effective Teacher-Family Communication: Types, Barriers, Conferences, and Programs***

* + In this chapter on communication, you will find methods for effective communication with parents.
* Objectives:
	+ Discuss effective communication
	+ List elements of one-way and two-way communication with families
	+ Describe roadblocks to communication
	+ List and describe parent education programs that use effective communication
	+ with families
	+ Discuss important characteristics of positive family-teacher conferences
* Canvas Assignments:
	+ Review PowerPoint and Study Guide
	+ Complete Discussion Forum
* **Newsletter Project due**

**Week 8**

***Chapter 7: Teacher Leadership for Family engagement***

* + In this chapter on collaborative leadership, you will find procedures that will enable you to do the following objectives.
* Objectives:
	+ Define leadership and its importance for family engagement
	+ Describe how styles of leadership support family engagement
	+ Examine leadership in family education
	+ Explain how to conduct a needs assessment for effective school—family partnerships and how to work with groups in family trainings or meetings
	+ Examine how effective leaders guide the process of successful meetings
* Canvas Assignments
	+ Review PowerPoint and Study Guide
	+ Complete Discussion Forum

**Week 9**

***Chapter 8: Family Engagement Framework in Schools***

* + In this chapter on school-based education, you will read about effective parent–school programs.
* Objectives:
	+ Discuss family engagement in school-based programs
	+ List and describe nine levels of family collaboration
	+ Identify six types of family involvement
	+ Examine examples of school-based programs that promote family engagement

* Canvas Assignments:
	+ Review PowerPoint and Study Guide
	+ Complete Discussion Forum
* **Parent Workshop Project due**

**Week 10**

Test: Chapters 5-8

**Week 11**

***Chapter 9: Home Programs***

* + In this chapter you will learn about home-based education, homeschooling, and homework.
* Objectives:
	+ Compare goals and services of several home-based programs
	+ Describe a framework for developing activities to be used in a home-based program
	+ Identify ways to develop a home-based program
	+ Identify the reasons for homeschooling
	+ Describe the different strategies parents can use to support homework
* Canvas Assignments
	+ Review PowerPoint and Study Guide
	+ Complete Discussion Forum

**Week 12**

***Chapter 10: Supporting Families of Children with Special Needs***

* + In this chapter you will find information regarding legislation related to children with special needs, organizations that provide special services, ideas about how to work with parents of children with special needs, and listen to parents who have children with special needs.

* Objectives:
	+ Review historical events of individuals with special needs
	+ Examine special education legislation in the United States and its impact on families
	+ Identify and describe different special needs including disabilities and giftedness
	+ Investigate resources that help families of children with special needs
	+ Identify strategies to enhance family—school partnerships of children with special needs
* Canvas Assignments
	+ Review PowerPoint and Study Guide
	+ Complete Discussion Forum

**Week 13**

***Chapter 11: Family Violence and Child Abuse***

* + In this chapter you will learn about recognizing and understanding family violence and how it may lead to child abuse.
* Objectives:
	+ Discuss domestic violence and how it leads to abuse
	+ Define child abuse and identify warning signs
	+ Describe and explain child abuse categories
	+ Describe the procedures for child abuse reporting
	+ Identify ways to communicate with parents about child abuse and neglect
* Canvas Assignments
	+ Review PowerPoint and Study Guide
	+ Complete Discussion Forum

**Week 14**

***Chapter 12: Families and Child Advocacy***

* + In this chapter you will find guidelines regarding how to assist parents in

engaging in different aspects of advocacy for their children.

* Objectives:
	+ Define advocacy as it relates to children and families
	+ Identify advocacy issues for young children and their families
	+ Provide guidelines for advocacy
	+ Describe the power of advocacy for family engagement
* Canvas assignments
	+ Review PowerPoint and Study Guide
	+ Complete Discussion Forum

**Week 15**

* Community Resource Project due

**Week 16**

* Final Test: Chapters 9-12
1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Technology:**

* Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human differences
* Understanding how biases may influence the relationship an educator may have with children, families, and colleagues
1. **FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe

environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

**Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

**Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.

**Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar”

conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**NAEYC Standards for Early Childhood Professional Preparation Addressed in Course:**

*Standard 1. Promoting Child Development and Learning*

*Standard 2. Building Family and Community Relationships*

*Standard 3. Observing, Documenting, and Assessing to Support Young Children and*

 *Families*

*Standard 4. Using Developmentally Effective Approaches to Connect with Children and*

 *Families*

*Standard 5. Using Content Knowledge to Build Meaningful Curriculum*

*Standard 6. Becoming a Professional*

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.