

ECED-1130 FAMILY & COMMUNITY COLLABORATION 3 CREDITS**SYLLABUS**

CATALOG DESCRIPTION

This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with families in early childhood settings are discussed. Families' goals and desires for their children will be supported through culturally responsive strategies.

Formerly ECED 235

Prerequisites: ENGL-099 and (RDNG 099 or RDNG-113) or appropriate English and Reading Accuplacer scores.

Semester Offered: Spring

COMMON STUDENT LEARNING OUTCOMES

Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to...

This course is part of the required program of study for an Associate of Arts degree in Early Childhood Education. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

General Learning Objectives

1. Identify and define family and community structures.
2. Define and discuss critical issues in developing family and community partnerships.
3. Define foundations and methods for developing Partnerships.

Specific Learning Outcomes

1. Identify and define family and community structures.
 - a. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and childrearing practices.
 - b. Demonstrate understanding of the complexity and dynamics of family systems.
2. Define and discuss critical issues in developing family and community partnerships
 - a. Demonstrate knowledge of and respect for variations across cultures in terms of family strengths, expectations, values, and childrearing practices.
 - b. Demonstrate understanding of the effects of family stress on the behavior of children and other family members.
3. Define foundations and methods for developing Partnerships
 - a. Create and maintain a safe and welcoming environment for families and community members.
 - b. Seek and maintain a collaborative relationship with parents, guardians, families, community agencies, and other professional to meet the needs of each child.
 - c. Establish frequent contact with parents and guardians through a variety of communication strategies, including communication in the home language of each child to provide ongoing, relevant information to families about child growth, development, and learning.
 - d. Demonstrate the ability to incorporate the families' desires/goals for their children into classroom and/or intervention strategies.
 - e. Develop partnerships with family members to promote early literacy in the home
 - f. Involve families and community members in contributing to the learning environment.
 - g. Establish partnerships with community members in promoting literacy
 - h. Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.