



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 1027 Child, Family, School, Community

Date: Fall 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): None

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended
 Virtual Class Meeting (VCM)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course focuses on the diverse needs of the child in the context of family, school, and community. An analysis of the contemporary American family will be discussed, with emphasis on the family interactions which dictate the child's behavior and way of relating to people. Included are the interplay of diverse cultures, lifestyles, race, language and communication, and the role of the school and community as social agents with our changing society. Students will gain an understanding of their

professional role in supporting evidence-based practices that strengthen respectful, collaborative family/child relationships through effective use of family and community resources. **IAI Equivalent: ECE 915**

ACCREDITATION STATEMENTS AND COURSE NOTES:

Content and assessments aligned to Gateways ECE Competencies.

COURSE TOPICS AND CONTENT REQUIREMENTS:

The Child and Family – reflection, definition of family, culture, values, child-rearing, influences, contemporary challenges, myths of ideal families and biases.
Families and Parenting – attachment, expectations, styles
Family within Community – roles, responsibilities, family systems, advocacy, legislation
Family-Program; Family-School Partnerships – family involvement, motivations, cooperation/collaboration, deficit/strengths models, role of teachers, schools, early childhood programs, challenges, biases that hinder/harm partnerships; policies
Methods of Creating Family-Program/School Partnerships; Communication – publicity and orientation strategies, role of technology, sharing and integrating essential family information, communication methods, purposes, and constraints, sharing community resources, two-way communication challenges, family surveys, informal and formal communications, active listening methods, families as collaborative participators, programs, volunteers, conferences
Successful Partnerships - diverse families, culture and child-rearing, linguistically diverse families, immigrant families, families in poverty, divorce, adoptive parents, homelessness, race, children with special needs, confidentiality and ethics, conflict resolution

INSTRUCTIONAL METHODS:

Lecture
Discussion of content through assessments
Video/video-clip reviews
Guest lecturers/presenters

EVALUATION OF STUDENT ACHIEVEMENT:

Group Project Researching Another Culture
Group Multi-Media Presentations
Group Self/Peer Evaluations
Focus on Family Assignment (interview of family and school) ECE Competency Assessment; FCR1-FCR7; LVL2-5
Research of Local Community Support Systems Project
Service-Learning Project
Multi-Media Presentations

INSTRUCTIONAL MATERIALS:

Textbooks

Home, School, and Community Relations School. 9th Edition. Carol Gesicki. 2016.
Child, Family, and Community. Rebecca Laff and Wendy Ruiz. College of Canyons. 2019. (OER)

Resources

Gateways ECE Competencies and Suggested Roles

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

1. Outline the role and influence of families and communities on children’s development, learning, and the early childhood setting.

IPTS	ECE Competencies	NAEYC PSCECE
1A, 1C, 8B, 8H, 8Q, 8T	FCR1 LEVEL 2	1b, 2a, 2c, 6c

2. Identify culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education.

IPTS	ECE Competencies	NAEYC PSCECE
1C, 1E, 1G, 3F, 6C, 8B, 8D, 8Q, 9L, 9Q	FCR2 LEVEL 2	1b, 2a, 2b, 2c, 4a

3. Identify and model respect for families by using strengths-based, culturally responsive practices.

IPTS	ECE Competencies	NAEYC PSCECE
1A, 1C, 1E, 8A, 8D, 8O, 8P, 8Q, 9I	FCR3 LEVEL 2	1a, 1b, 1c, 2a, 2b, 2c

4. Identify, select and promote meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families.

IPTS	ECE Competencies	NAEYC PSCECE
21G, 9D, 9G, 9H	FCR4 LEVEL 3	6a, 6b

5. Describe culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting.

IPTS	ECE Competencies	NAEYC PSCECE
1A, 1C, 1E, 1G, 1I, 3F, 3K, 3I, 3O, 3P, 4E, 4H, 7P, 8B, 8D, 8F, 8K, 8L, 8P, 8Q, 8S, 8T, 9I, 9L, 9Q	FCR5 LEVEL 3	2a, 2b, 2c, 3d, 4a, 5a, 5b, 5c, 6e

6. Design collaborative assessment procedures and plans, informing child and program goals, with families as team members

IPTS	ECE Competencies	NAEYC PSCECE
1A, 1C, 1E, 3E, 3F, 3I, 3O, 7P, 8B, 8D, 8I, 8P, 8Q, 8S, 9L	FCR6 LEVEL 3	2a, 2b, 2c, 3d, 4a, 4b, 4c, 4d

7. Design and advocate for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members. (LEVEL5)

IPTS	ECE Competencies	NAEYC PSCECE
1D, 1G, 1L, 2N, 3E, 3F, 3H, 3O, 7F, 7P, 7R, 8D, 8F, 8H, 8P, 8Q, 8S, 9L, 9M, 9N, 9Q, 9R	FCR7 LEVEL 5	1a, 1b, 2a, 2b, 2c, 3a, 3d, 4a, 5c