

## **Dakota College at Bottineau Course Syllabus**

**Course Prefix/Number/Title:** EC238 Home, School & Community Relations

**Number of credits:** 3

### **Course Description:**

Students will learn how to establish and maintain positive collaborative relationships with families, how to apply family system theories, and how to communicate effectively not only with parents but also with other professionals and agencies that support children's development. Students will learn how to provide families with information regarding a range of family-oriented services that are designed to help families' identified needs. Students will learn to affirm and respect the diversity of individual families.

**Pre-/Co-requisites:** None.

**Required Text:** Home, School, and Community Relations, 8th Edition by Carol Gestwicki - Central Piedmont College, ISBN-10: 1111833230/ISBN-13: 978111183323

### **Course Objectives:**

By the end of the course, students will...

- ☐ Establish and maintain positive collaborative relationships with families.
- ☐ Acknowledge that parents are the child's first teacher.
- ☐ Affirm and respect parent choices and goals for their children and learn how to communicate effectively with parents about the schools' goals and their children's progress.
- ☐ Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special needs.
- ☐ Involve parents in making decisions related to their child's development and will learn how to involve children's families in their educational experiences.
- ☐ Accept differences in families and in their social and cultural backgrounds.
- ☐ Apply family system theories, and knowledge of the dynamics of roles and relationships within families and communities.
- ☐ Provide families with information regarding a range of family-oriented services that are designed to help families' identified needs.
- ☐ Practice and learn to communicate effectively with other professionals and agencies that support children's development, learning and well-being.
- ☐ Learn to conduct effective parent teacher conferences and communicate well with parents.
- ☐ Learn to involve the community in the program.

**Instructor:** Christy Jackson

(701)240-5866

**Office:** Online.

**Office Hours:** Online. Arrange chat sessions with the instructor as needed.

**Email:** Moodle course email system

**Lecture/Lab Schedule:** Within the online course. Students are not required to attend any sessions on campus.

**Course Requirements:**

**Weekly Readings.** Each week consists of a section in which reading assignment from textbooks and/or articles, manuals, etc. This may also include websites.

**Discussions.** Discussions are available throughout the course and designed to engage the students in meaningful, professional dialogue. Students must post an original response and respond to at least two other students to receive full credit. (15 @ 10 pts each)

**Weekly Review.** Each week consists of a review that summarizes the new concepts learned during the week. (15 @ 10 pts each)

**Course Project.** A course project is designed to implement strategies and concepts learned throughout the course. (1 @ 100 pts)

**Exams.** Two exams (midterm and final) are spaced out over the course of the term. Each exam is worth 100 points.

**Grades.** Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:

A = 90-100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = 0 – 59%

**Tentative Course Outline:**

**Week 1:**

**Intro to Course and Work Expectations**

**Online Moodle Navigation**

**Chapter 1 - A Day With Two Families: Diversity of Experiences**

**Weekly Review & Discussion**

**Week 2:**

**Chapter 2 – Families Today**

**Weekly Review & Discussion**

**Week 3:**

**Chapter 3 – Parenting**

**Weekly Review & Discussion**

**Week 4:**

**Chapter 4 – What is Family Involvement?**

**Weekly Review & Discussion**

**Week 5:**

**Chapter 5 – Benefits & Barriers to Teacher-Family Partnerships**

**Weekly Review & Discussion**

**Week 6:**

**Chapter 6 – Foundations of a Successful Partnership**

**Weekly Review & Discussion**

**Week 7:**

**Chapter 7 – At the Beginning with Parents and Children**

**Weekly Review & Discussion**

**Week 8:**

**Chapter 8 – Informal Communication with Families**

**Weekly Review & Discussion Student Conferences**

**Week 9:**

**Chapter 9 – Parent-Teacher Conferences**

**Introduction to Parent-Teacher Conference Project**

**Weekly Review & Discussion**

**Week 10:**

**Chapter 10 – Families in the Classroom Continue**

**Parent-Teacher Conference Project**

**Weekly Review & Discussion**

**Week 11:**

**Chapter 11 – Parent Education**

**Weekly Review & Discussion**

**Week 12:**

**Chapter 12 – It Takes a Village**

**Weekly Review & Discussion**

**Week 13:**

**Chapter 13 – Working with Families from Diverse Backgrounds**

**Weekly Review & Discussion**

**Week 14:**

**Chapter 14 – Working with Families in Particular Circumstances**

**Weekly Review & Discussion**

**Week 15:**

**Chapter 15 – Working to Resolve Challenging Attitudes & Behaviors**

**Weekly Review & Discussion**

**Week 16:**

**Parent-Teacher Conference Project**

**Final Exam**

**Education & Human Development Goals/Objectives:**

***3. Acquire and apply methods and strategies based on professional industry standards.***

3d. Engage in assessment partnerships with families & other professionals.

4c. Knowing & understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.

**4. Embrace the role of experts in education and human services professions.**

5a. Identify and involve oneself with the early childhood field.

5b. Knowing about and upholding ethical standards and other professional guidelines.

5d. Integrate knowledgeable, reflective, and critical perspectives on early education.

5e. Engage in informed advocacy for children and the profession.

**Relationship to Campus Theme:**

The goal of the Caregiver Services Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement. The Caregiver Department is committed to a hands-on learning environment and uses field experiences in caregiving settings as common instructional techniques.

**Classroom Policies:**

This three credit, online course requires the following to build and engage a classroom community of learners.

☐ Log in to the course a minimum of three times per week.

☐ Participate in classroom discussions to create organic conversations.

☐ Complete and submit coursework according on time. Late work may not be submitted and will earn 0 points.

☐ Communicate, communicate & communicate with the instructor.

**Academic Integrity:**

The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.

a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.

b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the [Plagiarism Tutorial-Pearson Education](#) to learn more about plagiarism, citing sources, etc. Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work."

There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter is investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter is then reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

**Disabilities and Special Needs:**

Please inform the instructor within the first week of class if any assistance is required due to disabilities or special needs.