



**Course Prefix/Number/Title:** EC 238 Home, School, and 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 learn to affirm and respect the diversity of individual families.

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

**Course Objectives:**

- Apply family system theories, and knowledge of the dynamics of roles and relationships within families and communities.
- Distinguish between effective/ineffective educational leadership.
- Explore methods of communicating with families, school, and community members.
- Review and apply NAEYC Code of Ethical Conduct.
- Examine the diversity of young children, teachers, other educators and families and the impact on early childhood education.
- Demonstrate the skills (communication, critical thinking, etc.) needed to work effectively as a member of a professional team.
- Review current issues impacting children, families, teachers, other educators, and community in early childhood education.

**Instructor:** Hattie Albertson

**Office:** Thatcher Hall #203

**Office Hours:** MW: 11am-11:50AM, T/TH: 10am-11am

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**Lecture/Lab Schedule:** MWF 10am – 10:50am Thatcher Hall 1107

**Textbook(s):** *Families as Partners in Education: Families and Schools Working Together Tenth Edition* Eugenia Hepworth Berger and Mari Riojas-Cortez ISBN-13: 978-0-13-5196724

**Course Requirements:** Class attendance, participation in class activities and discussion is essential. Students will also be expected to complete work outside of class to be shared with classmates.

**Tentative Course Outline:**

Course Modules	Weeks
<b>Module One:</b> Chapters 1-3	1-4
<b>Module Two:</b> Chapters 4-6	5-8
<b>Module Three:</b> Chapters 7-9	9-12
<b>Module Four:</b> Chapters 10-12	13-16

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

Percentage	Grade	
90-100%	A	Target
80 – 89%	B	Acceptable-high
70 – 79%	C	Acceptable-low
60 – 69%	D	Unacceptable
0 – 59%	F	Unacceptable

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):** Employs industry-specific skills in preparation for workplace readiness/Demonstrate effective oral and written communication.

**Relationship to Campus Focus:** The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers. The discipline provides coursework which transitions to higher education degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instruction techniques.

**Classroom Policies:**

- Regular participation is expected to complete all requirements of the class.
- Learning activities will require internet connectivity.
- All work completed shall be your own.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

According to the DCB Student Handbook, 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. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.