

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	EEC 4404
COURSE TITLE:	Relations across Family-School-Community
PREREQUISITE(S):	None
COREQUISITE(S):	None
STUDENT ADVISING NOTES:	Junior Level Status
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other/Field:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	35

CATALOG COURSE DESCRIPTION:

In this course students develop the knowledge base and skills necessary to form partnerships with families and the community to enhance the care and education of young children, to design an environment, develop policies and adopt strategies that will assist children in developing pro-social behavior. Students will also examine problem solving techniques to assist in negotiating with children who exhibit challenging behaviors. Field experience is required (minimum of 6 contact hours).

SUGGESTED TEXT(S):

Couchenour, Donna & Chrisman, Kent, Families, Schools, and Communities, Together for Young Children, Delmar Learning, 2008

Berger, Eugenia, Parents as Partners in Education: Families and Schools Working Together, Prentice Hall, Edition: Current

Gestwicki, Carol. Home, School, and Community Relations, Delmar Learning, Edition: Current

Miller, Karen and Alexander, Nancy, The Crisis Manual for Early Childhood Teachers, Gryphon House, Edition: Current

Derman-Sparks, L. (1989), Anti-bias Curriculum: Tools for Empowering Young Children, Washington, D.C.: NAEYC

IMPLEMENTATION DATE:

Fall Term, 2009 (20101)

REVIEW OR MODIFICATION DATE:

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Introduction to Parenting	9
A. The Diversity of family units	
B. Definition of the family and characteristics of families	
C. Characteristics of American life that influence the nature of modern families	
D. The parenting role and its implications for teachers	
II. Teacher-Parent Partnerships in Early Childhood	12
A. The relationship between parents, child, and adult care providers in early learning and early elementary	
B. History of parent involvement	
C. Barriers to teacher-parent relationships	
D. Necessity of parent involvement	
III. Foundations of a Successful Partnership	12
A. Laying the foundation for a parent-teacher partnership	
B. Teacher attitudes and ideas conducive to forming a partnership with parents	
C. Techniques for conveying information, interest, and support to parents	
D. General communications: parent-teacher conferences, home visits, meetings, parent classroom visits	
E. Teachers and parents in the community	
F. Supporting learning at home & parent education	
IV. Planning Strategies to Strengthen Relationships between the Parent/Child Care Provider or the Parent/Early Elementary Teacher and the Community	12
A. Planning and implementation of communication strategies to strengthen parent/child and adult care or teacher relationships	
B. Informing parents of community resources and services available to families	
C. Becoming a child advocate	



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i>	
COURSE PREFIX AND NUMBER: <u>EEC 4404</u>	SEMESTER CREDIT HOURS (CC): CONTACT HOURS (NCC): <u>3</u>
COURSE TITLE: <u>Relations across Family-School-Community</u>	

Section 2

TYPE OF COURSE: (Click on the box to check all that apply)

<input type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
X Other <u>Upper level BS ECE</u>	<input type="checkbox"/>	<input type="checkbox"/>
	<u>PSAV</u>	<u>Apprenticeship</u>
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)

INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4

INTELLECTUAL COMPETENCIES:

X Reading	X Speaking	X Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
X Writing	X Listening	X Information Literacy	X Ethical Judgment	X Working Collaboratively

<i>Section 5</i>	
LEARNING OUTCOMES	METHOD OF ASSESSMENT
Examine and analyze literature on parenting styles and effective parenting techniques.	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
Discuss issues relating to families and communities as they relate to children's development, learning, well being and special needs.	Students will be assessed through lesson plans, group projects and presentations on curricular implementation
Demonstrate knowledge of literature relating to diverse cultures and lifestyles that affect parent/child relationships.	Students will be assessed through use of rubrics defining the standards for oral

		presentations and short reflective papers
Section 5 (Continued)		
	LEARNING OUTCOMES	METHOD OF ASSESSMENT
	Summarize ways to communicate and interact with parents and families as an adult care provider and as an early elementary teacher.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation
	Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation
	Demonstrate knowledge of family theories, including family systems theory, the family ecosystem, and the ecological systems theory.	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
	Explain the impact of heritage, culture, diversity, and special needs on family functioning in the context of the family and other social contexts.	Students will be assessed through lesson plans, group projects and presentations on curricular implementation
	Relate how children, both typically developing and developing with special needs, affect and are affected by parents, siblings, the extended family and the community.	Students will be assessed through lesson plans, group projects and presentations on curricular implementation

Section 6

Name of Person Completing This Form:

Date: February 20, 2009

Dr. Carole Byrd