



SYLLABUS TEMPLATE

Course Number Course Name	ECE 226 Family and Community Collaboration
Credit Value (Breakdown of theory and lab credits)	3 Theory
Catalog Course Description	This 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 is discussed. Families' goals and desires for their children will be supported through culturally responsive strategies. (Fall) (3, 3T+0L)
Student Learning Outcomes of the course	<p>This course is part of the articulated Universal Catalog of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the NM Department of Education's Common Core Competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:</p> <p>C1. – Demonstrate knowledge and skill in building positive, reciprocal relationships with families.</p> <ul style="list-style-type: none"> a) Identify and discuss the role of professionals in developing collaborative relationships with families. b) Demonstrate knowledge of how to build cooperative, trusting relationships with families from a variety of backgrounds and compositions. c) Describe the importance of collaborative relationships with families, community and tribal agencies, and other professionals for maintaining high quality programs and services for young children and their families. <p>C2. – Articulate an understanding of a safe and welcoming environment for families and community members.</p> <ul style="list-style-type: none"> a) Communicate in a variety of ways about the program and activities to family and community visitors. b) Use materials and equipment that are reflective of the cultures, languages, and family structures of the members of the classroom community. d) Develop an understanding of activities that will facilitate the recognition and full inclusion of all program participants (children, families, staff, and community visitors) <p>C3. – Develop and maintain ongoing contact with families through a variety of communication strategies.</p> <ul style="list-style-type: none"> a) Identify how to communicate relevant information about child growth, development, and learning to family members from diverse backgrounds in various languages, formats, and contexts. b) Identify various sources of information and materials (including sources in families' home languages) that are appropriate for, and relevant to, each family. c) Maintain communication that is frequent and on-going, appropriate for each individual family, relevant to the needs of the family, and respectful of cultural and linguistic diversity, and family structure and organization.



C4. – Demonstrate knowledge of, and respect for, variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices.

- a) Consider family priorities and strengths in setting goals for individual children and for the program.
- b) Include the home languages of the children in the program environment.
- c) Demonstrate respect for diversity in cultural heritage, lifestyles, and value systems among the children and families in the program.

C5. – Articulate understanding of the complexity and dynamics of family systems.

- a) Discuss the changing roles of individuals within family systems.
- b) Discuss the role of language and culture in defining and shaping the family system.

C6. – Demonstrate understanding of the importance of families as the primary educator of their child.

- a) Discuss ways that parents are essential in providing information about their child.
- b) Discuss ways to increase family participation as an educational partner.

C9. – Involve families and community members in contributing to the learning environment.

- a) Describe the value of family and community members as resources to the learning environment.
- b) Describe and develop strategies for active participation of, and feedback from, family and community members to enhance the learning environment.
- c) Describe ways that family and community members may enhance the learning environment.

C11. – Demonstrate ability to communicate to families the program’s policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.

- a) Articulate rationale for policies, regulations, and safeguards to families.
- b) Implement program policies and procedures, and applicable state and federal regulations.

C12. – Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions; family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities), home language and ethnicity.

- a) Describe the effects of family stress on children and other family members.
- b) Respond appropriately to children and other family members who are experiencing stress.
- c) Identify appropriate community resources for information and referral.

C13. – Demonstrate knowledge of, and skill to access, community resources that assist families and contribute directly or indirectly to children’s positive development such as mental health services, health care, adult education, native and English language instruction, and economic assistance.

- a) Distinguish appropriate community resources to meet the various needs of families.
- b) Identify community organizations that maintain up-to-date relevant resource directories of which families should be aware.

G6. – Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families.



	<ul style="list-style-type: none"> a) Identify the different types of leadership roles and characteristics of leaders. b) Identify strategies for collaboration. <p>E14. – Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.</p> <ul style="list-style-type: none"> a) Develop a plan to strengthen areas of weakness in communication skills. b) Demonstrate correct oral and communication skills. d) Develop strategies to effectively communicate with children and their families in their home language.
<p>College-Wide Student Learning Outcomes</p>	<p>ECE 226 learning objectives align with the following NNMC College Wide Goal:</p> <p>Communication Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.</p> <p>Critical Thought Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.</p> <p>Cultural Competence Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.</p> <p>Information Literacy Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.</p>