



Course Name: ECED 1130 Family and Community Collaboration
Credit Hours: 3

Semester Taught: Spring
Time, and Place:

Instructor Information:

Instructor:	Communication Information:	Office Hours:
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Required Text: Robles, W., & Beck, V. (2018). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies (5th ed.)*. Clifton Park, NY: Delmar Cengage Learning.

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: 3 credit hours equal 45 contact hours.

Catalog Course Description: This beginning 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. (3, 3T+0L).

Course Objectives:

1. Identify and demonstrate methods of effective and professional communication with linguistically and culturally diverse families.
2. Identify biases and how biases could affect relationships with children and families through self-reflection.
3. Apply knowledge of diverse family structures and cultural values through a strengths-based approach to create a safe welcoming classroom environment for families and community.
4. Use community resources to support linguistically and culturally diverse families and children.

NM Teacher Competencies (InTASC), College of Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC):

C. Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child’s family, encouraging family involvement, and supporting the child’s relationship with his or her family. The diverse cultures and languages representative of families in New Mexico’s communities are honored.

C.1, C.2, C.3, C.4, C.5, C.6, C.9, C.11, C.12, C.13.

E. Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough



understanding of children’s families, cultures, and communities. Early childhood professionals encourage young children’s problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children’s confidence in themselves as competent learners. **E.14.**

G: Professionalism: Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills. **G.6.**

COE’s Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

- 5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
- 6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
- 7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
- 8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.
- 9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

Skills-

- 1. Utilization of technology-based tools to support student learning
- 2. Utilization of Planning and Assessment tools

Dispositions-

- 3. Ethical Behavior

NNMC Student Learning Outcomes

- 2. Ability to think critically through analytical, inventive and creative means
- 3. Demonstrate commitment to address cultural, social, and ethical responsibilities

Assignment Descriptions/ Alignment:

Assignment/Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition	NNM C SLO		Point Value
Chapter readings and reflections- Write a one-page, double-spaced reflection. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.	C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 E.14 G. 6 Objectives- 1, 2, 3, 4	K5, 6, 7, 8, 9 S1, 2 D3	2,3	10@ 3pts	30 pts
Community Agencies Serving Family Report-Write a 2 to 4-page, double-spaced report using the APA style. Include a minimum of four community agencies serving early	C. 1, 6, 7, 8, 9, 10, 11 G. 6 Objectives	K.5, 6, 7, 8, 9 S1, 2 D3	2,3	1@15 pts	15pts



childhood ages in your respective community. Include languages represented and spoken within the agencies.	4				
Family Tree/ Oral History Report Write a 2 to 4-page, double-spaced report using the APA format to describe a minimum of four generations of your family starting with you. Include languages and year of birth/death of ancestral generations. For the summation, write a paragraph stating how history impacted the language of each generation.	C. 1, 4, 5 Objectives 3	S. 1, 2 D. 3	2, 3	1@20 pts	20 pts
Prepare a Family Bulletin Board Presentation- Develop an oral presentation on a topic that impacts the community such as: health, nutrition, family literacy, social media, etc. Create a bulletin board.	C. 1, 2, 3, 7, 9, G. 6 Objectives 1, 2, 3	K5, 6, 7, 8, 9 K 1, 2 D3	2, 3	1@15 pts	15pts
Develop an activity on Family Traditions- How does this tradition impact the family, early childhood children, language and the community? Share a ten to fifteen- minute presentation on the culturally appropriate family tradition activity with the class.	C. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 E.14 G. 6 Objective 1, 2, 3	K5, 6, 7, 8, 9 K 1, 2 D3	2, 3	1@ 20 pts	20pts
TOTAL POINTS					100pts

Course Dates, Topics, Assignments:

Date	Topic/Text Topic	Assignment
Week 1	Understanding Families	Introduction Syllabus
Week 2	Understanding Families	Reading, Reflection 1 Write a one-page, double-spaced reflection. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.
Week 3	Understanding Families	Reading, Reflection 2 Write a one-page, double-spaced reflection. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.
Week 4	Multicultural Education	Reading, Reflection 3 Write a one-page, double-spaced reflection. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.
Week 5	Multicultural Education	Community Agencies-Student Presentations Serving Family Report
Week 6	Multicultural Education	Reading, Reflection 4



		Write a one-page, double-spaced reflection. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.
Week 7	Implementing Multicultural Education	Reading, Reflection 5 Write a one-page, double-spaced reflection. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.
Week 8	Implementing Multicultural Education	Family Tree/Oral History Report-Student Presentations
Week 9	Implementing Multicultural Education	Reading, Reflection 6 Write a one-page, double-spaced reflection. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.
Week 10	Engaging Families	Reading, Reflection 7 Write a one-page, double-spaced reflection. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.
Week 11	Engaging Families	Reading, Reflection 8 Write a one-page, double-spaced reflection. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.
Week 12	Engaging Families	Prepare a Family Bulletin Board-Student Presentations
Week 13	Inviting Community Participation	Reading, Reflection 9 Write a one-page, double-spaced reflection. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.
Week 14	Inviting Community Participation	Reading, Reflection 10 Write a one-page, double-spaced reflection. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.
Week 15	Inviting Community Participation	Family Traditions-Student Presentations
Week 16	Inviting Community Participation	Family Traditions-Student Presentations

Grading:

A+ 100 - 97

B+ 89 - 87

C+ 79 - 77

D+ 69 - 67

F 59 - 0

A 96 - 93

B 86 - 83

C 76 - 73

D 66 - 63

A- 92 - 90

B- 82 - 80

C- 72 - 70

D- 62 - 60

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu



to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the student's responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

