



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 1027 – Child, Family, School, Community

Date: Fall 2017

Credit Hours: 3 credit hours

Prerequisite(s):

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>: ECE 915

CATALOG DESCRIPTION:

This course focuses on the diverse needs of the child in the context of family, school and community. An analysis of the contemporary American family will be discussed, with emphasis on the family interactions which largely dictate the child's behavior and way of relating to people. Included are the interplay of diverse cultures, life styles, language and communication and the role of the school and community as social agents with our changing society. Students will gain an understanding of their professional role in supporting evidence-based practices that strengthen respectful, collaborative family/child relationships through effective use of family and community resources.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem-solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

1. Outline the role and influence of families and communities on children's development, learning, and the early childhood setting.

IPTS	ECE Competencies	NAEYC Standards
1A, 1C, 8B, 8H, 8Q, 8T	FCR1 LEVEL 2	1b, 2a, 2c, 6c

2. Identify culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education.

IPTS	ECE Competencies	NAEYC Standards
1C, 1E, 1G, 3F, 6C, 8B, 8D, 8Q, 9L, 9Q	FCR2 LEVEL 2	1b, 2a, 2b, 2c, 4a

3. Identify and model respect for families by using strengths-based, culturally responsive practices.

IPTS	ECE Competencies	NAEYC Standards
1A, 1C, 1E, 8A, 8D, 8O, 8P, 8Q, 9I	FCR3 LEVEL 2	1a, 1b, 1c, 2a, 2b, 2c

4. Identify, select and promote meaning connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families.

IPTS	ECE Competencies	NAEYC Standards
21G, 9D, 9G, 9H	FCR4 LEVEL 3	6a, 6b

5. Describe culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting.

IPTS	ECE Competencies	NAEYC Standards
1A, 1C, 1E, 1G, 1I, 3F, 3K, 3I, 3O, 3P, 4E, 4H, 7P, 8B, 8D, 8F, 8K, 8L, 8P, 8Q, 8S, 8T, 9I, 9L, 9Q	FCR5 LEVEL 3	2a, 2b, 2c, 3d, 4a, 5a, 5b, 5c, 6e

6. Design collaborative assessment procedures and plans, informing child and program goals, with families as team members

IPTS	ECE Competencies	NAEYC Standards
1A, 1C, 1E, 3E, 3F, 3I, 3O, 7P, 8B, 8D, 8I, 8P, 8Q, 8S, 9L	FCR6 LEVEL 3	2a, 2b, 2c, 3d, 4a, 4b, 4c, 4d

7. Design and advocate for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members. (LEVEL5)

IPTS	ECE Competencies	NAEYC Standards
1D, 1G, 1L, 2N, 3E, 3F, 3H, 3O, 7F, 7P, 7R, 8D, 8F, 8H, 8P, 8Q, 8S, 9L, 9M, 9N, 9Q, 9R	FCR7 LEVEL 5	1a, 1b, 2a, 2b, 2c, 3a, 3d, 4a, 5c

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To construct a critical awareness of and appreciate diversity.	<p>2. Identify culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education.</p> <p>3. Identify and model respect for families by using strengths-based, culturally responsive practices.</p> <p>4. Identify, select and promote meaning connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families.</p> <p>5. Describe culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting.</p>

COURSE TOPICS AND CONTENT REQUIREMENTS:

- The Child and Family – reflection, definition of family, culture, values, child-rearing, influences, contemporary challenges, myths of ideal families and biases.
- Families and Parenting – attachment, expectations, styles
- Family within Community – roles, responsibilities, family systems, advocacy, legislation
- Family-Program; Family-School Partnerships – family involvement, motivations, cooperation/collaboration, deficit/strengths models, role of teachers, schools, early childhood programs, challenges, biases that hinder/harm partnerships; policies
- Methods of Creating Family-Program/School Partnerships; Communication – publicity and orientation strategies, role of technology, sharing and integrating essential family information, communication methods, purposes and constraints, sharing community resources, two way communication challenges, family surveys, informal and formal communications, active listening methods, families as collaborative participators, programs, volunteers, conferences
- Successful Partnerships - diverse families, culture and child-rearing, linguistically diverse families, immigrant families, families in poverty, divorce, adoptive parents, homelessness, children with special needs, confidentiality and ethics, conflict resolution

INSTRUCTIONAL METHODS:

- Class attendance/participation
- Discussion on weekly assignments
- Video/video-clip reviews
- Guest lecturers/presenters

INSTRUCTIONAL MATERIALS:

Home, School, and Community Relations School. 9th Edition. Carol Gestwicki. 2016.
Their Name is Today – Reclaiming Childhood in a Hostile World by Johann Christoph Arnold (a copy will be provided in class)

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

- Exams
- Book Review and Reflection
- Group Project Researching Another Culture
- Group Multi-Media Presentations
- Group Self/Peer Evaluations
- Focus on Family Assignment (interview of family and school) ECE Competency Assessment; FCR1-FCR7; LVL2-5
- Research of Local Community Support Systems and Create a Brochure
- Service Learning Project
- Multi-Media Presentation of Support Systems and Service Learning Project

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

OTHER REFERENCES

- IVCC Education Candidate Dispositions Statement
- TAP or ACT Plus Writing/SAT
- Plagiarism/Academic Integrity Policy
- Disability Statement

Online references:

ECE Competencies www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file

Illinois Professional Teaching Standards (IPTS 2010)

http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf

Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards

<http://www.dec->

[sped.org/uploads/docs/about_dec/Professional%20Standards/Initial%20Special%20Education%20Professionals%20Intervention%20Early%20Childhood%20Special%20Education%20Early%20Intervention.pdf](http://www.sped.org/uploads/docs/about_dec/Professional%20Standards/Initial%20Special%20Education%20Professionals%20Intervention%20Early%20Childhood%20Special%20Education%20Early%20Intervention.pdf)

NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010

http://www.naeyc.org/ncate/files/ncate/Std_1pager.pdf

Abused and Neglected Child Reporting Act (online training)

Course Competency/Assessment Methods Matrix

(ECE 1027 – Child, Family, School, Community)	Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning																															
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	NAEYC/Competency -Focus on Family Assessment
Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting. ECE COMPETENCY: FCR; LVL2 IPTS: 1A, 1C, 8B, 8H, 8Q, 8T NAEYC: 1b, 2a, 2c, 6c				X						X								X										X		X	X	X
Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education. ECE COMPETENCY: FCR2; LVL2 IPTS: 1C, 1E, 1G, 3F, 6C, 8B, 8D, 8Q, 9L, 9Q NAEYC: 1b, 2a, 2b, 2c, 4a			X		X					X								X										X		X	X	X

Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members.

ECE COMPETENCY: FCR7; LVL5

IPTS: 1D, 1G, 1L, 2N, 3E, 3F, 3H, 3O, 7F, 7P, 7R, 8D, 8F, 8H, 8P, 8Q, 8S, 9L, 9M, 9N, 9Q, 9R

NAEYC: 1a, 1b, 2a, 2b, 2c, 3a, 3d, 4a, 5c

X

X

X

X

X

X