

**Department:**

Early Childhood

**Course Description:**

In this course students will study family involvement in education from an interdisciplinary approach. History, current research and diversity in families will be covered. This course will provide information, activities and programs to enrich family-school partnerships and collaborations.

**Course Competencies:**

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

1. Explain the importance of the family's role as a primary educator.
2. Establish positive communication and relationships with families.
3. Describe the various structures of children's families.
4. Recognize and accept differences in children.
5. Follow rules of confidentiality.
6. Encourage family members to play an active role in their child's education.
7. Communicate information about daily events.
8. Provide opportunities for families to share skills and talents.
9. Support children's relationships with their families.
10. Recognize stress factors affecting families.
11. Respect and support cultural differences and diverse family structures.
12. Communicate with families about curriculum and their children's progress and developmental growth.
13. Apply the family-centered approach to early intervention.
14. Work effectively with families from a variety of cultural, linguistic, and socioeconomic backgrounds.
15. Find and use community resources that support and assist families.
16. Explain the importance of volunteers as a community resource.
17. Work cooperatively and appropriately with volunteers.
18. Identify community agencies providing assistance for children and families and make appropriate referrals.
19. Help families obtain clear information about their children's disabilities and about the family's legal right to services.
20. Assist with public awareness activities to inform the community about early care and education services.
21. Assist with community outreach

## Course Content:

- A. The role of family involvement in child development
- B. Historical overview of family life and parental involvement
- C. The family and community
- D. Effective relationships
- E. Collaborative leadership
  - a. Working with parents
  - b. School-based programs
  - c. Home-based programs
- F. Working with different types of families

## Learning Assessments:

Course competencies will be assessed by class participation, discussion forums, weekly assignments, resource guide and papers. Each assignment in this first day handout has point values included.

## Instructional Methods:

Instructional methods used in this course include, but not limited to, lectures, textbook, videos, observations, discussions, group work, demonstrations, handouts, notes, and related articles.

## Instructional Materials:

Hepworth Berger, E., & Riojas-Cortez, M. (2020). *Families as Partners in Education, Families and Schools Working Together* (10 ed.). New York: Pearson Learning. ISBN-13: 978-0-13-519672-4

### **Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition**

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

### **A Note on Harassment, Discrimination and Sexual Misconduct**

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the

Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).