

**Family and Community Collaboration**  
**ECED 1130.501**  
**CRN 65226**  
**UNM-Valencia**  
**Online**  
**Fall 2021**  
**August 23 – December 11**

Instructor: Teresa Goodhue, MA Education  
Class Time: Online and Scheduled Zoom  
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Office: A 142D  
Office Hours: Monday through Thursday 2:00-3:00 or by appointment

**Textbook Required**

Powers, J. (2016). *Parent Engagement in Early Learning: Strategies for working with families* (2<sup>nd</sup> ed.). St. Paul, MN: Redleaf Press.

**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.

**Course Competencies**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

1. Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.1
2. Articulate an understanding of a safe and welcoming environment for families and community members. C.2
3. Develop and maintain ongoing contact with families through a variety of communication strategies. C.3
4. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4
5. Articulate understanding of the complexity and dynamics of family systems. C.5
6. Demonstrate understanding of the importance of families as the primary educator of their child. C.6
7. Involve families and community members in contributing to the learning environment. C.9

8. Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11
9. 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. C.12
10. 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, English language instruction, and economic assistance. C.13
11. Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. E.14
12. Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families. G.6

### **Online Participation**

The Discussion Board is very much like a classroom discussion. There will be 1 discussion board per week. Students are expected to log onto Blackboard Learn at least four times per week to participate on the Discussion Boards. At minimum, students are expected to post their own comment and reply to at least one other student's post per discussion. For the best grade, reply to 3 other students' threads by the following Tuesday at 11:59 pm. **Note:** *You cannot work at your own pace in this class. The discussion boards are timed to open and close according to this schedule. Also, it is helpful to compose and save your comments in a Word document that you can copy and paste to the Discussion Board.*

### **Student/Instructor Communication**

Please check your UNM email regularly. While I read your comments on the Discussion Board, I do not comment. Instead I write comments when grading. Email is the best way to communicate with me; I reply promptly and within 24 hours. You can email 2 ways: Directly from Blackboard Learn or from Lobomail. **If you email me, you must use Lobomail. All other emails go to my junk email.** I check my email at least once a day except for Sundays. I encourage you to email me with any questions you might have. If you need to speak with me please call my cell phone, 331-2609 during my office hours. I will hold a Zoom session each week. It is not required that you participate, but participation will help you with discussion board assignments.

### **Assignments and Due Dates**

**Discussion Boards:** There will be 1 discussion board per week. The first discussion of the week will appear on Sunday at 12:00 midnight and close a week from Monday; the topic of the discussion is based upon the reading assignment and can be found at the end of the syllabus in the course outline and on Blackboard Learn in Weekly Assignments. Students need to create 1 thread and post at least 1 time on another person's thread. For the best grade reply to 3 other

students. See the rubric on the Welcome page. **Note: Try staying on a Sunday through Sunday schedule.**

**Brochure:** You will create an event for parents. It could be a field trip, family night, etc. **Due on 10/31 by midnight.**

**Flyer:** Create a flyer with local resources for parents. 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, English language instruction, and economic assistance. **Due 11/28 by midnight.**

**Course Reflection Discussion Board Post:** On the last discussion board of the semester, you will reflect back on the semester. You will write about what you have learned over the semester and discuss the strategies you intend to employ in your own classroom. It will be a longer more in-depth discussion than the other discussions we have over the course of the semester. **Due Saturday 12/11 by midnight.**

### **Students with Disabilities and Special Learning Needs**

Student Services provides a number of services for students with documented special needs. The Equal Access Office number is 925-8910.

### **Academic Support**

Student tutors are available for online tutoring appointments through [tutor@unm.edu](mailto:tutor@unm.edu).

### **Grading**

Discussion Boards	30%
Presentation <b>OR</b> Brochure	25%
Flyer	25%
Reflection Discussion Board	20%

### **Percentages and Grade Equivalent**

100-97 <b>A+</b>	89-87 <b>B+</b>	79-77	<b>C+</b>	69-66	<b>D+</b>
96-93 <b>A</b>	86-83 <b>B</b>	76-73	<b>C</b>	65-62	<b>D</b>
92-90 <b>A-</b>	82-80 <b>B-</b>	72-70	<b>C-</b>	61-59	<b>D-</b> 58-0 <b>F</b>

### **Dishonesty in Academic Matters**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes , but is not limited to, dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University.

## **ECED 1130**

### **Course Outline**

#### **Week One**

8/23-8/29

**Introductions, expectations, and getting to know each other**

Chapter 1: Developing Relationships with Families

*Discussion Board 1 (DB 1) due by 9/5*

#### **Week Two**

8/30-9/5

Chapter 2: Communicating with Families

*Discussion Board (DB 2) due by 9/12*

#### **Week Three**

9/6-9/12

Chapter 3: Policies That Work for Families and Staff

*Discussion Board 3 (DB 3) due by 9/19*

#### **Week Four**

9/13-9/19

Chapter 4: Finding Common Values between Home and School

*Discussion Board 4 (DB4) due by 9/26*

#### **Week Five**

9/20-9/26

Chapter 5: Child Development Issues

*Discussion Board 5 (DB5) due by 10/3*

#### **Week Six**

9/27-10/3

No reading this week: Begin to brainstorm and gather ideas for your brochure/presentation.

*Discussion Board 6 (DB6) due by 10/10*

#### **Week Seven**

10/4-10/10

Chapter 6: Involving Your Director to Work Well with Families

*Discussion Board 7 (DB7) due by 10/17*

**Week Eight**

10/11-10/17 Reading Supplements: Moving Beyond Tolerance in Multicultural Education  
*Discussion Board 8 (DB8) due by 10/24*

**Week Nine**

10/18-10/24 Reading Supplements: Funds of Knowledge  
*Discussion Board 9 (DB9) due by 10/31*

*Presentation or Brochure due at midnight 10/31*

**Week Ten**

10/25-10/31 Reading Supplements: Diversity in Early Childhood Programs  
*Discussion Board 9 (DB9) due by 11/7*

**Week Eleven**

11/1-11/7 Reading Supplements: 6 Ways to Implement a Real Multicultural Education in the Classroom  
*Discussion Board 10 (DB10) due by 11/14*

**Week Twelve**

11/8-11/14 Reading Supplements: Diversity and Inclusion in Early Care and Education  
*Discussion Board 11 (DB11) due by 11/21*

**Week Thirteen**

11/15-11/21 Reading Supplements: Promoting Family Involvement  
*Discussion Board 12 (DB12) due by 11/28*

*Flyer due at midnight 11/28*

**Week Fourteen**

11/22-11/28 Reading Supplements: Advocacy: Parents as advocates for their children  
*Discussion Board 13 (DB13) due by 12/5*

**Week Fifteen**

11/29-12/5 Reading Supplements: Advocacy: Parents as advocates for all children  
*Discussion Board 14 (DB14) due by 12/11*

**Week Sixteen**

12/6-12/11 Course Reflection  
*Discussion Board 16 (DB`6) due by Saturday 12/11*