



EC238 Home, School & Community Relations

Christy Jackson

Spring 2014

Dakota College Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Home, School & Community Relations	Instructor: Christy Jackson
Course Prefix/Number: EC238	Office: Online
Class Location: Online	Office Hours: Online. Arrange chat sessions with the instructor as needed.
Lecture/Lab Schedule: Within the online course. Students are not required to attend any sessions on campus.	Instructor Contact Information: Phone: 701-240-5866
Credits: 3	Email: Moodle course email system.
Pre-/Co-requisites: None	

Course Description: Students will learn how to establish and maintain positive collaborative relationships with families, how to apply family system theories, and how to communicate effectively not only with parents, but also with other professionals and agencies that support children's development. Students will learn how to provide families with information regarding a range of family-oriented services that are designed to help families' identified needs. Students will learn to affirm and respect the diversity of individual families.

Relationship to Campus Theme: The goal of the Caregiver Services Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement. The Caregiver Department is committed to a hands-on learning environment and uses field experiences in caregiving settings as common instructional techniques.

Goals/Objectives: By the end of the course, students will be able to:

- Establish and maintain positive collaborative relationships with families
- Acknowledge that parents are the child's first teacher
- Affirm and respect parent choices and goals for their children and learn how to communicate effectively with parents about the schools' goals and their children's progress.
- Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special needs.
- Involve parents in making decisions related to their child's development and will learn how to involve children's families in their educational experiences.
- Accept differences in families and in their social and cultural backgrounds
- Apply family system theories, and knowledge of the dynamics of roles and relationships within families and communities.
- Provide families with information regarding a range of family-oriented services that are designed to help families' identified needs.
- Practice and learn to communicate effectively with other professionals and agencies that support children's development, learning and well-being.
- Learn to conduct effective parent teacher conferences and communicate well with parents.
- Learn to involve the community in the program.

Student Outcomes:

The student will demonstrate knowledge of the:	CEC Standard	Evidence/Criteria
Purposes of programs for individuals with exceptional learning needs	SEP1K1	Chapter 4 Review
Basic educational terminology regarding individuals with exceptional learning needs, programs, roles and instructional activities	SEP1K2	Chapter 4 Review
Effects an exceptional condition(s) can have on an individual's life	SEP2K1	Chapter 11 Review
Rights and responsibilities of families and children as they relate to individual learning needs	SEP3K1	Chapter 4 Review
Indicators of abuse and neglect	SEP3K2	Chapter 14 review
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Chapter 5 Discussion Chapter 5 Review Chapter 13 Review
Basic instructional and remedial strategies and materials	SEP4K1	Chapter 6 Review
Use strategies as directed to facilitate effective integrations into various settings	SEP4S3	Chapter 7 Review
Use strategies as directed to increase the individual's independence and confidence	SEP4S5	Chapter 7 Review
Use strategies for managing behavior as directed	SEP5S3	Chapter 7 Discussion Chapter 14 Review
Characteristics of appropriate communication with stakeholders	SEP6K1	Chapter 3 Review Chapter 9 Discussion
Demonstrate basic collection techniques as directed	SEP8S1	Chapter 9 Review
Personal cultural biases and differences that affect one's ability to work with others	SEP9S1	Chapter 5 Review Chapter 13 Review
Perform responsibilities as directed in a manner consistent with laws and policies	SEP9S1	Chapter 14 Review
Demonstrate problem-solving, flexible thinking, conflict management techniques, and analysis of personal strengths and preferences	SEP9S3	Chapter 13 Review Chapter 15 Review
Act as a role model for individuals with exceptional learning needs	SEP9S4	Chapter 12 Review Chapter 12 Discussion
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Chapter 12 Discussion
Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator	SEP9S6	Chapter 15 Discussion
Maintain a high level of competence and integrity	SEP9S7	Chapter 6 Review Chapter 12 Review
Exercise prudent judgment	SEP9S8	Chapter 7 Review Chapter 8 Review Chapter 15 Review
Demonstrate proficiency in academic skills, including oral and written communication	SEP9S9	Parent/Teacher Project

Engage in activities to increase one's knowledge and skills	SEP9S10	Chapter 12 Review
Engage in self-assessment	SEP9S11	Chapter 6 Discussion Chapter 7 Discussion
Accept and use constructive feedback	SEP9S12	Chapter 6 Review
Demonstrate ethical practices as guided by the CEC Code of Ethics and other standards and policies	SEP9S13	Chapter 14 Review
Common concerns of families of individuals with exceptional learning needs	SEP10K1	Chapter 14 Review
Roles of stakeholders in planning an individualized program	SEP10K2	Chapter 4 Review Chapter 14 Review
Foster respectful and beneficial relationships	SEP10S3	Chapter 13 Review
Participate as directed in conferences as members of the educational team	SEP10S4	Chapter 9 Discussion Parent/Teacher Project

Required Text: Home, School, and Community Relations, 8th Edition by Carol Gestwicki - Central Piedmont College, ISBN-10: 1111833230/ISBN-13: 978111183323

Description of Assignment/Assessment	CEC Standard	Points Possible	Points received
Chapter Review: Student will answer questions about the unit readings to demonstrate understanding of material.		15 @ 10 pts each	
Discussion: Student will be asked to reflect upon their own experience and opinions as they relate to the course material and comment on fellow classmates' discussions.		15 @ 10 pts each	
Parent/Teacher Project: A course project is designed to implement strategies and concepts learned throughout the course.		1 @ 100 pts	
Exams. Two exams (midterm and final) are spaced out over the course of the term.		2 @ 100 pts each	
Total Points		600	

Grades. Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:

Percentage	Grade	
90-100%	A	Target
80 – 89%	B	Acceptable-high
70 – 79%	C	Acceptable-low
60 – 69%	D	Unacceptable
0 – 59%	F	Unacceptable

Academic and Institution Policies

Academic Integrity:

The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.

a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.

b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the [Plagiarism Tutorial-Pearson Education](#) to learn more about plagiarism, citing sources, etc.

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work."

There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter is investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter is then reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Confidentiality:

The experience or problems shared by classmates are not to be discussed outside of class. This is a preparation for those going into a field where confidentiality is stressed in the CEC standards for Professional Practice.

Disabilities and Special Needs:

Please inform the instructor within the first week of class if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll free 1(888)918-5623.

Quality of work:

At the college level of learning, it is expected that all work submitted is free of spelling, grammar, and punctuation errors. Discussion and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during course.

Week	Discussion Topic	Readings Due	Homework Due
Week 1	Intro to Course and work Expectations A Day With Two Families: Diversity of Experiences	Chapter 1	Chapter 1 Discussion Chapter 1 Review
Week 2	Families Today	Chapter 2	Chapter 2 Discussion Chapter 2 Review
Week 3	Parenting	Chapter 3	Chapter 3 Discussion Chapter 3 Review
Week 4	What is Family Involvement?	Chapter 4	Chapter 4 Discussion Chapter 4 Review
Week 5	Benefits & Barriers to Teacher-Family Partnerships	Chapter 5	Chapter 5 Discussion Chapter 5 Review
Week 6	Foundations of a Successful Partnership	Chapter 6	Chapter 6 Discussion Chapter 6 Review
Week 7	At the Beginning with Parents and Children	Chapter 7	Chapter 7 Discussion Chapter 7 Review

Week 8	Informal Communication with Families	Chapter 8	Chapter 8 Discussion Chapter 8 Review Midterm Exam (Chapters 1-7)
Week 9	Parent-Teacher Conferences	Chapter 9	Chapter 9 Discussion Chapter 9 Review Introduction to Parent-Teacher Conference Project
Week 10	Families in the Classroom Continue	Chapter 10	Chapter 10 Discussion Chapter 10 Review
Week 11	Parent Education	Chapter 11	Chapter 11 Discussion Chapter 11 Review
Week 12	It Takes a Village	Chapter 12	Chapter 12 Discussion Chapter 12 Review
Week 13	Working with Families from Diverse Backgrounds	Chapter 13	Chapter 13 Discussion Chapter 13 Review
Week 14	Working with Families in Particular Circumstances	Chapter 14	Chapter 14 Discussion Chapter 14 Review
Week 15	Working to Resolve Challenging Attitudes & Behaviors	Chapter 15	Chapter 15 Discussion Chapter 15 Review
Week 16	Parent-Teacher Conference Project		Parent-Teacher Conference Project Final Exam (Chapters 8-15)