

EDU 131
CHILD, FAMILY & COMMUNITY

COURSE DESCRIPTION:

Prerequisites: High school diploma or GED

Corequisites: None

This course covers the relationships between the families, programs for children and schools, and the community. Emphasis is on establishing and maintaining positive collaborative relationships with families and community resources. Upon completion, students should be able to demonstrate strategies for effectively working with diverse families and for identifying and utilizing community resources. Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

LEARNING OUTCOMES:

At the completion of this course, the student will be able to:

- a. Demonstrate their understanding of diversity in families.
- b. Define the role of the teacher in establishing parent involvement in a classroom.
- c. Create a resource notebook for parents
- d. Learn appropriate and successful methods of communication to parents
- e. Recognize current community resources for children and parents
- f. Identify new community resources for children and parents
- g. Demonstrate understanding of laws and initiatives involving linking community, parents, and students.
- h. Define and recognize diversity in current families.

OUTLINE OF INSTRUCTION:

- I. Family's role in socialization
 - A. Diversity in family
 - B. Importance of diversity in family
 - C. Teacher understanding their relationship with family
 - D. Definition of family
 - E. Sociological Trends in family
 - F. Specific role of parents
- II. Early Education Parent-Teacher Partnerships
 - A. Importance of early family involvement
 - B. History of family involvement
 - C. Child development
 - D. Benefits of parent involvement

- E. Barriers to parent involvement
- F. Teacher's attitude and ideas about parent involvement

III. Developing Partnerships

- A. Initial parent contact
- B. Separation experiences
- C. Methods of communication
- D. Importance of parent-teacher conferences
- E. Home visits
- F. Family involvement in the classroom
- G. Educating parents
- H. Linking teachers, families and communities

IV. Partnerships that work

- A. Families with diverse backgrounds
- B. Changes in family structure
- C. Dealing with troublesome attitudes and behaviors
- D. Observing programs that work

REQUIRED TEXTBOOKS AND MATERIALS:

Gestwicki. Carol. *Home, School, and Community Relations*. 6th ed. Delmar Thompson Learning. ISBN: 9781418029746

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.