

Course Number and Title: EDC 220 Parent, Family, and School Interaction

Campus Location:

Georgetown, Dover, Stanton, Wilmington

Effective Date:

2022-51

Prerequisite:

(EDC 150 or ECE 120), PSY 121, ((EDC 125 or concurrent) or (PSY 126 or concurrent))

Co-Requisites:

none

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

Course Description:

This course focuses on the dynamic relationship of the home, the school, and the community as each contributes to the development and education of children. The course examines principles, techniques, and resources relevant to working with families and with the community and community agencies.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

Selected readings supplied by the instructor.

Schedule Type:

Classroom Course

Hybrid Course

Disclaimer:

This course requires 5 hours of field experience approved by the department.

Core Course Performance Objectives (CCPOs):

1. Demonstrate techniques for effective communication with families. (CCC 1, 2, 3, 4; PGC: ECD 2, 6; BTS 2, 6; ELE 2, 4, 5, 6)
2. Identify the impact of cultural and ethnic influence on the diversity of families roles and structures as they have changed throughout history. (CCC 2, 4, 5; PGC: ECD 2, 4, 5; BTS 2, 4, 5; ELE 4, 6)
3. Analyze organizations and resources that can help promote healthy family, school, and community relationships. (CCC 1, 2, 3, 4; PGC ECD 1, 5, 6; BTS 1, 5, 6; ELE 2, 4, 6)
4. Create a personal advocacy plan that promotes the health and welfare of all children. (CCC 2, 3, 4, 5; PGC: ECD 1, 3, 4, 5; BTS 1, 3, 4, 5; ELE 1, 2, 4, 6)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Demonstrate techniques for effective communication with families.
 1. Conduct a mock parent-teacher conference.
 2. Design a classroom website that would inform families of school and community events and resources.
2. Identify the impact of cultural and ethnic influence on the diversity of families roles and structures as they have changed throughout history.
 1. Delineate the major changes in parenting from earliest times to the present.
 2. Examine current children's literature that reflects today's diverse family situations.
 3. Examine the influence of cultural and ethnicity on family functioning.
3. Analyze organizations and resources that can help promote healthy family, school, and community relationships.
 1. Observe different types of meetings involving parents and teachers, the Board of Education, or applicable legislative hearings.
 2. Identify the impact of the organization on promoting healthy family, school, and community relationships.
 3. Compare and contrast the effectiveness of organizations and resources on promoting healthy family, school, and community relationships.
4. Create a personal advocacy plan that promotes the health and welfare of all children.
 1. Develop a plan that ensures advocacy for all children.
 2. Explain the advocacy plan.

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Summative: Exams (2-4) (Equally weighted)	20%
Summative Assessments:	
-Mock Parent/Teacher Conference (10%)	
-Advocacy Project (15%)	45%
-Classroom Website/Open House Presentation (20%)	
Summative: Observation Assignment	10%
Formative Assessments	25%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**ECEAATBTS**

1. Implement developmentally appropriate practices based on theories, norms and milestones associated with development in early childhood.
2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
3. Plan developmentally appropriate curriculum for quality infant/toddler, preschool and kindergarten through second grade programs in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to second grade children in a classroom setting.
6. Access and implement educational technology.

ECEAASECD

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2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
3. Plan developmentally appropriate curricula for quality infant/toddler and preschool children in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to pre-school aged children in a classroom setting.
6. Access and implement educational technology.
7. Develop an effective business plan for the operation of an Early Childhood Program.

EDCAATELE

1. Apply knowledge of the physical, social, emotional, cognitive and language development of K-6 children in a classroom setting.
2. Demonstrate supportive classroom practices that utilize positive behavioral supports, foster character development, and promote a healthy and safe environment.
3. Demonstrate content area knowledge in literacy, mathematics, science and social sciences.
4. Apply understanding of multicultural education and sensitivity to and a respect for diversity.
5. Access and employ educational technology.
6. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.