ECED 1130-501: Family and Community Collaboration

University of New Mexico-Valencia Campus

Fall Semester 2024: August 19, 2024 – December 14, 2024

Instructor: Dr. Gabriela Peterson
Classroom: Online via Canvas (canvas.unm.edu)
Class Time: Asynchronous
Office Hours: By appointment only
Email: gpeterson22@unm.edu.

COURSE DESCRIPTION

This 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 are discussed. Families' goals and desires for their children will be supported through culturally responsive strategies.

COURSE COMPETENCIES

This course is part of the *New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs*. The following objectives are taken from the New Mexico Public Education Department'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:

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

- 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
- 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
- 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
- Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. E.14
- Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families. G.6

STUDENT LEARNING OUTCOMES

1. Identify and demonstrate methods of effective and professional communication with linguistically and culturally diverse families.
2. Identify biases and how biases could affect relationships with children and families through self-reflection.
3. Apply knowledge of diverse family structures and cultural values through a strengths-based approach to create a safe, welcoming classroom environment for families and community.
4. Use community resources to support linguistically and culturally diverse families and children.

REQUIRED TEXTBOOK

Gestwicki, C. (2016). *Home, school, and community relations* (9th ed.). Clifton Park, NY: Delmar Cengage Learning.

ATTENDANCE POLICY

As the class is asynchronous online, there is no attendance to be taken. However, assignments must be completed each week by Sunday at midnight to be accepted. You have all week at your convenience to read or watch the material and complete the assignment, so there are no late assignments except for extreme circumstances. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. Email me if you have something unusual that comes up that interferes with your ability to complete assignments.

Attendance in an online course should be approached the same as you would in a face-to-face course. If this course were offered face-to-face, it would meet (at a minimum) twice a week; thus, you should log into Canvas a minimum of two times per week. Remember that coursework is done outside of lecture times, so you must log in throughout the week to complete all the assigned activities. Plan to be an active participant in course discussions and communication. Attendance and participation are required to complete this course successfully. The instructor is not responsible for withdrawing students. A "W" will not be given as a final grade. The student is responsible for following UNM Valencia's policy for dropping or withdrawing from a course – be aware that financial consequences may occur from these actions. Students who miss two discussion boards and/or assignments/assessments will be dropped from the course. Any student registered for the course when the semester begins who fails to submit all the course introduction activities by the end of the first week will be dropped from the course.

ASSIGNMENTS

1. ***Required Reading.*** Throughout the course, you will be provided with required reading assignments. The assignments are located in Weekly Assignments on the course menu. You are expected to complete all required reading assignments and integrate what you have read into your course assignments and your online discussions.
2. ***Discussion Boards****.* Students will participate in weekly discussion boards for each chapter of the required text. Students are required to participate in and post weekly discussions on Canvas. This will enable us to learn and interact with each other as a community of learners. Discussion postings must be complete and have at least five lines of text. No maximum number of words is required, but please use good judgment. Use references to websites or readings to support your comments whenever possible. You must get your initial discussion postings up early in the week so others can read them and share their thoughts and experiences.
   We will build on one another's ideas by interacting fluidly throughout the week. Therefore, post your initial response to the discussion forum no later than Thursday and reply to three classmates no later than Saturday. Discussion boards open on Sunday at midnight.
3. ***Apply the Concepts****.* Students are required to complete cases study assignments after reading each chapter of the required book. Case study assignments are intended to encourage the application of concepts to classroom practice and teacher experience.
4. ***Review Questions.*** Students are required to review questions after reading each chapter. Rewew questions are intended to support students' mastery of the study content.

5. ***Final Exam:*** Students will complete a final exam at the end of the semester. For the final exam, students must submit a personal reflection of their learning gained in the course.

GRADING POLICY

This course is competency-based. Student competency will be evaluated based on the criteria presented below.

Assignment	**Percentage of student's grade**
Discussion Boards	30%
Apply the Concepts	30%
Review Questions	30%
Final Exam	10%
Total	**100%**

DUE DATES POLICY

Students are expected to turn in work on the date that it is due. Late assignments will be accepted; however, 2 points will be deducted. No late postings on the Discussion Board are permitted. See "Late Work and Exemptions" below.

LATE WORK EXEMPTIONS

You can miss two discussion boards over the course of the semester and recover the grades by writing an expanded post. Requirements: 1) 1 page typewritten and double-spaced, 12 pt. font, default margins. 2) Email as an attachment within one week of the original due date. See "Due Dates Policy" above.

PERCENTAGES AND GRADE EQUIVALENT

Points will be recorded for each activity and totaled at the end of the semester. The grading scale below will apply based on the percentage of total points possible.

As	Bs	Cs	Ds	F
100-97=A+	89-87= B+	79-77= C+	69-66 D+	58-0 F
96-93= A	86-83 =B	76-73 =C	65-62 D	
92-90 =A-	82-80 =B-	72-70 =C-	61-59 D-	

ACADEMIC INTEGRITY

Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy: https://policy.unm.edu/regents-policies/section-4/4-8.html. The policy states:
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, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student 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 is defined as:
"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; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

NETIQUETTE

Netiquette is a set of rules for behaving politely online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics of communicating online:

1. Be sensitive to classmates coming from different cultural and linguistic backgrounds and holding different political and religious beliefs. Plus, they will have other differences.
2. Use good taste when composing your responses in Discussion Forums. Swearing and using profanity are often insensitive to your classmates, so they should be avoided. Also, consider that slang can be misunderstood or misinterpreted.
3. Don't use all capital letters when composing your responses, as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
4. Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them, as this can cause hurt feelings and decrease the chances of learning from different points of view.
5. Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put it in parentheses afterward, such as Frequently Asked

Questions (FAQs). After that, you can use the acronym freely throughout your message.

6. Use good grammar and spelling and avoid using text-messaging shortcuts.

ACCOMMODATIONS

UNM is committed to providing equitable learning opportunities for all students. If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations but have not documented your disability, please contact Sarah Clawson, the coordinator for Equal Access Services at 925-8840 or sjclawson@unm.edu.

CITIZENSHIP AND/OR IMMIGRATION STATUS

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM, as an institution, has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: http://undocumented.unm.edu/.

LAND ACKNOWLEDGEMENT

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache, since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land and those who remain stewards of it throughout the generations and acknowledge our committed relationship with Indigenous peoples. We gratefully recognize our history.

COURSE OUTLINE

Week	Readings	Assignments
Week 1 (Aug 18 – Aug 23, 2025)	Chapter 1: A Day with Two Families: Diversity of Experience	Personal Introductions Discussion Board #1 Apply the Chapter Concepts #1 Review Questions #1
Week 2 (Aug 25 – Aug 30, 2025)	Chapter 2: Families Today	Discussion Board #2 Apply the Chapter Concepts #2 Review Questions #2

Week 3 (Sep 1- Sep 6, 2025)	Chapter 3: Parenting	Discussion Board #3 Apply the Chapter Concepts #3 Review Questions #3
Week 4 (Sep 8- Sep 13, 2025)	Chapter 4: What is Family Involvement?	Discussion Board #4 Apply the Chapter Concepts #4 Review Questions #4
Week 5 (Sep 15-Sep 20, 2025)	Chapter 5: Benefits and Barries in Teacher-Family Partnerships	Discussion Board #5 Apply the Chapter Concepts #5 Review Questions #5
Week 6 (Sep 22-Sep 27, 2025)	Chapter 6: Foundations of a Successful Partnership	Discussion Board #6 Apply the Chapter Concepts #6 Review Questions #6
Week 7 (Sep 29- Oct 4, 2025)	Chapter 7: Good Beginnings with Parents and Children	Discussion Board #7 Apply the Chapter Concepts #7 Review Questions #7
Week 8 (Oct 6-Oct 13, 2025)	Chapter 8: Informal Communication with Families	Discussion Board #8 Apply the Chapter Concepts #8 Review Questions #8
Week 9 (Oct 13-Oct 18, 2025)	Chapter 9: Parent-Teacher Conferences	Discussion Board #9 Apply the Chapter Concepts #9 Review Questions #9
Week 10 (Oct 20-Oct 25, 2025)	Chapter 10: Families in the Classroom	Discussion Board #10 Apply the Chapter Concepts #10 Review Questions #10
Week 11 (Oct 27-Nov 1, 2025)	Chapter 11: Parent Education	Discussion Board #11 Apply the Chapter Concepts #11 Review Questions #11
Week 12 (Nov 3-Nov 8, 2025)	Chapter 12: It takes a Village: Teachers, Families and Communities	Discussion Board #12 Apply the Chapter Concepts #12 Review Questions #12
Week 13 (Nov 10-Nov 15, 2025)	Chapter 13: Working with Families from Diverse Backgrounds	Discussion Board #13 Apply the Chapter Concepts #13 Review Questions #13
Week 14 (Nov 17-Nov 21, 2025)	Chapter 14: Working with Families in Particular Circumstances	Discussion Board #14 Apply the Chapter Concepts #14 Review Questions #14

Thanksgiving Break (November 24-29, 2025)		
Week 15 (Dec 1-Dec 6, 2025)	Chapter 15: Working to Resolve Challenging Attitudes and Behaviors	Discussion Board #15 Apply the Chapter Concepts #15 Review Questions #15
Week 16 (Dec 8-Dec 13, 2025)	Finals week	Final Exam

This syllabus should be viewed as a guide. While every attempt is made to provide an accurate overview of the course, circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any syllabus changes are at the instructor's discretion and will be made with advance notice. Changes will be posted in the Announcement section of Canvas.