

**APPLIED ARTS DIVISION  
School of Health, Education & Human Services  
Fall Semester, 2016**



**COURSE OUTLINE**

**ELCC 211**

**FAMILY PROGRAM COMMUNITY**

**45 HOURS  
3 CREDITS**

PREPARED BY: Ann Gedrose

DATE: March 16, 2015

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: October 29, 2015

RENEWED BY ACADEMIC COUNCIL:

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Yukon College  
P.O. Box 2799  
Whitehorse, YT  
Y1A 5K4

FAMILY PROGRAM COMMUNITY

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**INSTRUCTOR:** Brooke Alsbury                      **OFFICE HOURS:** TBA  
**OFFICE LOCATION:** A2208                              **CLASSROOM:** off-site  
**E-MAIL:** [balsbuy@yukoncollege.yk.ca](mailto:balsbuy@yukoncollege.yk.ca)                      **TIME:** Thursdays, 6:30 - 9:30 PM  
**TELEPHONE:** (867) 668-8845                              **DATES:** Sept 14 - Dec 14, 2016  
**FAX:** (867) 668-8805

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**COURSE DESCRIPTION**

This course is designed to enhance students' understanding of, and empathy for, the families and communities with whom they will be working. The child development professional's relationship with parents and other family members is discussed, together with the various roles of family members in early childhood programs. The course explores the child development worker's role in fostering a relationship of mutual respect, enhancing the parent-child relationship, and serving as an advocate for young children and their families.

**PREREQUISITES**

ELCC 111, ELCC 112, ELCC 121 and ELCC 122 or permission from the Early Childhood Program Coordinator

**EQUIVALENCY/TRANSFERABILITY**

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecc> for information about transferability of Early Learning and Child Care courses.

**LEARNING OUTCOMES**

Upon successful completion of the course, students will be able to

- explain the importance of a relationship of mutual respect and support among parents, community, and early childhood staff

- evaluate various ways of maintaining communication and building rapport among parents, community, and child development professionals
- define the goals and objectives of the parent/family/community aspect of an early childhood program, prepare plans designed to accomplish these objectives, plan and participate in a variety of activities with families in field placement and/or selected situations
- demonstrate a basic understanding of current family lifestyles in the North, explain their own attitudes regarding parents, families, and communities and the responsibility of the early childhood professional to parents/families
- explain the relationship between the child care program and community and define "advocacy" as it relates to working with families
- recognize and describe their own concept of professionalism and define professional ethics in relation to their work with families.

## **COURSE FORMAT**

This 45-hour course will be delivered in the classroom setting by the instructor and/or via web-conference. The presentation of information will be delivered primarily by the instructor and occasionally by guest speakers.

Each lesson will include a variety of teaching/learning strategies. These strategies may include: lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

To find information on Equipment/Software Requirements for Yukon College Systems please see the following link [https://www.yukoncollege.yk.ca/information-technology/pages/about\\_it/it\\_for\\_students](https://www.yukoncollege.yk.ca/information-technology/pages/about_it/it_for_students)

## **ASSESSMENTS**

### **Attendance and Participation**

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Their own personal experience and thoughts will provide much of the material for discussion; therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on individual experiences.

Professional behaviour is expected. If a class will be missed, the student will communicate with their instructor ahead of time.

## Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students; therefore, handing in assignments on the due dates is very important.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.).

**ALL** assignments are expected to be submitted punctually. **Five % will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

## EVALUATION

ASSIGNMENT #	ASSIGNMENT NAME	VALUE
Assignment #1	Reflection Papers/Message Board	30%
Assignment #2	Letter	10%
Assignment #3	Interview	20%
Assignment #4	Parent Involvement Event	20%
Assignment #5	Lifestyle Paper	20%
Total		100%

## REQUIRED TEXTBOOKS/MATERIALS

Friendly, M. and Prentice, S. (2009). *About Canada Childcare*. Halifax & Winnipeg: Fernwood Publishing.

Wilson, L. (2015). *Partnerships: Families and Communities in Canadian Early Childhood Development* (5<sup>th</sup> ed.) Scarborough, Ontario: International Thompson Publishing Nelson.

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

[http://www.yukoncollege.yk.ca//downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr)

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: [www.yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre).

## TOPIC OUTLINE

WEEK	DATE	TOPIC(S)	READINGS
#1		Introduction to the course	
#2		Families	pp, 323 - 410 Chapter 9, Families We May Meet
#3		Public Interest	Video - In The Public Interest About Canada Childcare pp1 - 11
#4		Universal Childcare	About Canada Child Care, pp 11-70
#5		Childcare Debates National perspective Child Care regulation & funding in Yukon	About Canada Childcare, pages 71 - 145
#6		Canadian Families Supporting Families and Children	Partnerships, pp 1 - 67
#7		Effective Partnerships	Partnerships, pp71 - 138
#8		First Impressions	Partnerships, pp 143 - 176
#9		Issues Guest Speakers : CCSU	Partnerships, p 413 - 465
#10		Family Involvement	Partnerships, pp 179 - 223
#11		Verbal Communication With Families	Partnerships, pp 225 - 246
#12		Family - Teacher Conferences	Partnerships, pp 249 - 272
#13		Staying Connected	Partnerships, pp 273 - 321
#14		Evaluation and Wrap-up	