

Mayville State University

EC 338, Home, School, & Community Relations (27603)

Fall 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Kelli Odden

Contact Information:

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Work phone: 701-788-4867

Hours of Availability:

Monday and Friday: 8:00-12:00

Tuesday and Thursday: 1:00-4:00

Also available for meetings on other days and times by appointment.

Office Hours Meeting Link: Include Zoom or Teams link here if you offer virtual office hours.

Instructional Mode: Online asynchronous

Course Dates: August 25th- October 19th, 2025

Time Zone: Central Time (CT).

Zoom or Teams Link: A link will be sent once meeting times are set.

Course Materials and Technologies

Required

[MSU Technology Requirements](#)

Beardon, K. (2018). *Talk to me: Find the right words to inspire, encourage, and get things done*: San Diego, CA: Dave Burgess Consulting, Inc.

Draper, S. (2018). *Blended*. New York: Simon & Schuster.

Websites to Reference APA 7th Edition

- [APA 7th Edition](#)
- [Purdue OWL](#)

Use of Artificial Intelligence in this Course

You may use AI programs, such as ChatGPT or Microsoft Copilot, to help generate ideas and facilitate brainstorming. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Be aware that excessive use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference,

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which may be poor). Activities and assignments indicated in the course as AI-appropriate will be presented and coincide with significant guidelines on their implementation throughout the course.

Any plagiarism or other form of academic dishonesty will be addressed in accordance with Mayville State University's policies and guidelines.

Course Description

This course focuses on children and their families, building relationships, and making all children and families feel welcome and a part of the child's learning experience. Students will learn how to establish and maintain positive collaborative relationships with families, apply family system theories, understand the importance of respecting the diversity of individual families, and communicate effectively with parents, other professionals, and agencies that support children's development. Pre-service teachers will explore various ways to communicate with families through role plays and case studies. Through these experiences, pre-service teachers learn how to provide families with information regarding a range of family-oriented services that are designed to help families' and students' identified needs.

Pre-/Co-requisites: EDUC 250 or EC 210.

Course Objectives

- Define the statement, Home, School, and Community Relations. (EEESPB 1b, NDECS 1, 7, & 8, NAEYC 2, 4, & 6, CEC 7, CECEC 2 & 3, SLO 1)
- Define the role of the family in educating students. (EEESPB 1b, NDECS 1, 7, & 8, NAEYC 2, CEC 2 & 7, CECEC 2 & 3, SLO 1)
- Define Family Systems Theory. (EEESPB 1b, 1c, NDECS 1, 7, & 8, NAEYC 2, 4, & 6, CEC 2, CECEC 2 & 3, SLO 1)
- Demonstrate how Family Systems Theory can be used to create an inclusive classroom environment. (EEESPB 1b, 1c, NDECS 1, 7, & 8,, NAEYC 2, 4, & 6, CEC 2 & 7, CECEC 2 & 3, SLO 1)
- Demonstrate the importance of consistent communication between students, home, and school. (EEESPB 1a,1b, & 1c, NDECS 1, 7, & 8,, NAEYC 2, 4, & 6, CEC 2 & 7, CECEC 2 & 3, SLO 1)
- Apply communication strategies when conducting parent-teacher conferences. (EEESPB 1b, 1c, NDECS 1, 7, & 8, NAEYC 2, 4, & 6, CEC 2 & 7, CECEC 2 & 3, SLO 1)
- Apply strategies for clear communication between family, school, and community. (EEESPB 1a,1b,1c, NDECS 1, 7, & 8, NAEYC 2, 4, & 6, CEC 2 & 7, CECEC 2 & 3, SLO 1)

InTASC Principles, ND ECE Teacher Education Standards, NAEYC Standards, CEC Standards, & CEDEC Standards:

Elementary Education ESPB Standards:

50015.1a—Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.

50015.1b—Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.

50015.1c—Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation

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ND Early Childhood Teacher Education Standards:

50037.2 Family–Teacher Partnerships and Community Connections: Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.

50037.4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

50037.6 Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

NAEYC Standards:

Standard #2 Family–Teacher Partnerships and Community Connections: Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.

Standard #4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

Standard #6 Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

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Special Education ESPB Standards:

Initial Preparation Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs: Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

Initial Preparation Standard 7: Collaboration: Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

CECEC Standard:

Standard #2 Partnering with Families: Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

Standard #3 Collaboration and Teaming: Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

Mayville State University's Division of Education Student Learning Outcomes:

SLO #1: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

Course Expectations

Instructor/Student Communication

Student Email: Students are accountable for all academic communications sent to their Mayville State University email address.

Email/Response Time: I expect full communication between the student and myself. If the student has a concern or a question, they are expected to communicate their needs. I answer all emails and phone calls **within 24 hours of receiving them**. Feel free to contact me via email or phone or stop by my office.

Assignment Due Date: Timeliness is an expectation.

Assignments and Assessments

Students are responsible for accessing the information, assignments, and assessments as they are presented on Blackboard.

Assignments & Assessments- All directions are listed within Blackboard under each week's panel.
Introduction Discussion (Enrollment Verification Assignment)
A Day in the Life of Two Families
Teacher's Supports of Parents Roles and Emotional Responses
Family Systems Theory
Blended Book Study

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Talk To Me Book Study

Difficult Topics

Evaluation and Grading

Grading Policies

The goal of evaluation is to assess whether students gained the knowledge, skills, and dispositions that will increase their competence as educators in a diverse and inclusive classroom.

It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted. Attendance/Participation Policies

Late Work: You are better off handing in something late than not handing it in at all.

- Late work **drops 1 point per day after the due date**. Late work is determined by the Blackboard Dropbox date. The dates assignments are submitted are highlighted on the dropbox, and this is the method used to determine if an assignment is late. Timeliness is a teacher disposition.
- Please **do not** email your work. Instead, dropbox it within Blackboard. If you have difficulty submitting it, please let me know by email or phone.
- Please plan ahead and do not wait until the last minute to hand in assignments. Each assignment is given enough time for completion, and it is up to you to take advantage of this allotted time.
- The entire course is open from day one, allowing you to plan your time accordingly.
- **Extra Credit:** Extra credit **is not given**. Please do not ask for extra credit. The assignments within this course are designed to help you understand your knowledge of the topics and strategies discussed.

Rounding Up: The grading scale listed within the syllabus is used to assign the final letter grade for the class. If you are within .5 of the next grade, and it moves you up a letter grade, that will be implemented. However, before implementation, your timeliness, completion of assignments, and teacher dispositions will be reviewed and used in the decision-making of this process.

Grading Scale

MAT Program: A “B” or higher is required for this course.

Grading Scale 94-100 = A, 87- 93 = B, 80-86 = C, 72-79 = D, < 72 = F

Breakdown of Grades

Assignment	Points
Introduction Discussion (Enrollment Verification Assignment)	10
A Day in the Life of Two Families	10
Teacher’s Supports of Parents Roles and Emotional Responses	15
Family Systems Theory	20
Blended Book Study	50
Talk To Me Book Study	60
Difficult Topics	25
Total Points	190

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Enrollment Verification

On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Enrollment Verification Assignment, located under the week 1 folder, The Introduction Discussion, due no later than August 29th at 4:00 pm.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Help & Resources for Students section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Assignment	Points	Location/Due Date
Introduction Discussion (Enrollment Verification Assignment)	10	Week of August 25 th Folder-

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		Due 8/29/25
A Day in the Life of Two Families	10	Week of August 25 th Folder- Due 8/29/25
Teacher's Supports of Parents Roles and Emotional Responses	15	Week of September 1st Folder- Due 9/5/25
Family Systems Theory	20	Week of September 8 th Folder- Due 9/12/25
Blended Book Study	50	Week of September 16 th Folder- Due 9/26/25
Talk To Me Book Study	60	Week of September 30 th Folder- Due 10/10/25
Difficult Topics	25	Week of October 14 th Folder- Due 10/17/25
Total: 190		

References / Bibliography

- Amatea, E. (2009). *Building Culturally Responsive Family-School Relationships*. New Jersey: Pearson.
- Couchenour, D. & Chrisman, K. *Families, Schools, and Communities Together for Young Children* (3rd ed.). Clifton Park, NY: Delmar Learning.
- Davis, C. & Yang, A. (2005). *Parents & Teachers Working Together*. Northeastern Foundation for Children.
- Friend, M. & Cook, L. (2007). *Interactions Collaboration Skills For School Professionals* (5th ed.). Boston, MA: Pearson.
- Gestwicki, Carol (2007). *Home, School, And Community Relations*. Clifton Park, NY: Delmar Learning.
- Gonzalez-Mena, J. (2008). *Child, Family, and Community Family-Centered Early Care and Education* (5th ed.). New Jersey: Pearson.
- Lawrence-Lightfoot, S. (2003). *The Essential Conversation: What Parents And teachers can learn from each other*: New York: Random House.
- Prior, J. & Gerard, M. (2007). *Family Involvement in Early Childhood Education Research into Practice*. Clifton Park, NY: Delmar Learning.

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Turnbull, A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.

Turnbull, A., Turnbull, R., Wehmeyer, M. L., & Shogren, K. A. (2013). *Exceptional lives: Special education in today's schools* (7th ed.). Boston, MA: Pearson.