

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Child Development</u>
COURSE RUBRIC AND NUMBER	<u>CDEC 1303</u>
COURSE TITLE	<u>Families, School, and Community</u>
COURSE CREDIT HOURS	<u>3 2 :</u> <u>2</u> Credits Lec Lab

I. Catalog Description

Studies of the child, family, community, and schools, child care programs and Head Start programs. Includes parent education and involvement, family and community lifestyles, child abuse and current family life issues as it relates to infants and toddlers. Requires that content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of 16 hours field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations. **THIS COURSE IS NOT EQUIVALENT TO A TECA 1303 COURSE. (2:2). Lab fee.**

II. Course Objectives

A. Unit I. Understanding Family Engagement

1. Define family engagement in an early childhood setting.
2. Describe the benefits of family engagement for students, families, and educators.
3. Discuss the different barriers to effective family engagement for students, families, and educators.
4. Identify and discuss current trends and issues in the family demographics.

B. Unit II. Family Engagement Theories and Models

1. Identify the different family engagement theories and models.
2. Discuss the major theories and models for family engagement.
3. Discuss how theories and models help to enhance services for students and families.

C. Unit III. Supporting Families

1. Identify the stages of parenthood and attachment.
2. Describe the different parenting styles and the effects of each style.
3. Describe the nine principles of family support in schools.
4. Plan activities designed to support families in a variety of situations.

D. Unit IV. Culturally Diverse Families

1. Define culture and discuss the role it plays in early childhood education.
2. Describe how the changing demographics of American families will influence early childhood education.

3. Identify the challenges when working with families from different linguistic, religious, and socioeconomic backgrounds.
4. Describe the similarities and differences in culturally diverse families.
5. Plan activities that will help welcome parents of different cultural backgrounds into the classroom.

E. Unit V. Families Overcoming Obstacles

1. Describe the effects of living in poverty, homelessness, violence, chronic illness, and experiencing a natural disaster on students and families.
2. Plan activities that will support families who are experiencing different obstacles.
3. Discuss resilience in children and families who have or are experiencing hardships.
4. Describe the personal characteristics and environmental factors that help children overcome adversity and achieve success.

F. Unit VI. Working with Families of Children with Special Needs

1. Describe approaches that help families adjust to having a child with special needs.
2. Identify the role of the classroom teacher in special education.
3. Describe the components and major requirements of the Individuals with Disabilities Education Act (IDEA)
4. Identify strategies that will enhance parent involvement in the Individualized Education Planning (IEP) process.
5. Describe approaches to working with families of young children with disabilities and the development of an Individualized Family Services Plan (IFSP).

G. Unit VII. Teacher as a Family Resource and Advocate

1. Describe asset-based and family-centered partnerships.
2. Identify and describe strategies for becoming effective advocates.
3. Gather and organize community resources that can be utilized to advocate for classrooms and families.

III. THECB Learning Outcomes (WECM)

1. Analyze parenting styles and techniques.
2. Identify interrelated issues between families, and communities.
3. Examine characteristics of diverse cultures and lifestyles.
4. Practice ways to communicate and interact with parents and families.
5. Identify signs of abuse and neglect.
6. Choose strategies and resources for supporting children and families in abusive and neglectful situations.

IV. Evaluation

- A. The instructor will maintain a continuous record of each student's progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.
- B. The evaluation of the assignments should be based on the student's mastery of the assigned objectives. In addition to assignments, the instructor may require quizzes and exercises on course content. The instructor may also require a journal or free writing assignments.
- C. The course projects will be devised at the instructor's discretion.

D. Grading Scale:

A = 90 – 100
B = 80 – 89
C = 70 – 79*
D = 60 – 69*
F = below 60*

E. Remediation

At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students seeking additional help may obtain tutoring assistance from the Writing Center at any campus.

V. Disability Statement (Americans with Disabilities Act) (ADA)

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.