

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<b>Teacher Preparation</b>						
<b>COURSE RUBRIC AND NUMBER</b>	<b>TECA 1303</b>						
<b>COURSE TITLE</b>	<b>Family, School, and Community</b>						
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin: auto;"> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;"><b>2</b></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td style="text-align: center;">Lab</td> </tr> </table>	<b>3</b>	<b>2</b>	<b>2</b>	Credits	Lec	Lab
<b>3</b>	<b>2</b>	<b>2</b>					
Credits	Lec	Lab					

**I. Catalog Description**

Studies the child, family, community, and schools, including parent education and involvement, family and community lifestyles, child abuse, and current family life issues. Requires that content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities Standards. Requires students to participate in field experiences with children, infancy through age 12, in a variety of settings with varied and diverse populations. Includes a minimum of 15 hours of field experience. **Prerequisite: INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (2:2).**

**II. Course Objectives****A. Unit I. Parent Styles and Effective Parenting Techniques [Families with children birth to 12 years of age]**

1. Define parenting styles.
2. Describe family structures and interaction patterns and how they influence growth and development of children birth to 12 years of age.
3. Explain developmental stages of parenting and the effect on growth and development of children birth to 12 years and their parents.
4. Describe changes in parenting and family life from the 20<sup>th</sup> century to the present.
5. Describe the role of families in teaching and supporting learning.
6. Identify characteristics of healthy families vs. families in crisis.

**B. Unit II. Issues Relating to Families and Communities [Families with children birth to 12 years of age]**

1. Analyze current issues as they relate to families and parenting.
2. Explain the importance of being sensitive to differences in family structures as well as social and cultural backgrounds as they relate to child rearing practices.
3. Describe needs and challenges of families caring for children with special needs.
4. Evaluate effects the community has on children and their families.
5. Identify community resources available to support children’s development, learning, well-being, and special needs.
6. Explain the importance of maintaining codes of ethical conduct when working with the families and community professionals.
7. Discuss legislation and public policies affecting children and families, including children with special needs.
8. Advocate on behalf of early childhood issues relating to families and communities.

**C. Unit III. Literature Relating to Diverse Cultures and Lifestyles**

1. Recognize and discuss human variability through careful study of socio-cultural diversity.
2. Review and discuss professional literature on anti-biased approaches in the classroom birth to 4<sup>th</sup> grade.
3. Explain how a child’s home language other than standard English influences his/her English language development.

4. Research bilingual education programs in our region for children under 4 and for four- year-olds to 12-year-olds.

D. Unit IV. Strategies for Communicating, Interacting, and Engaging with Parents and Families

1. Describe ways to establish and maintain strong, positive, collaborative relationships with families in early childhood programs birth to 12 years.
2. Explain how teachers can work effectively with parents or primary caregivers to address children’s needs and promote their development.
3. Explain the importance of respecting parents’ choices and goals for their children.
4. Describe strategies that involve parents in planning for their individual children’s growth and development.
5. Describe policies that promote “family-friendly practices.”
6. Describe strategies to communicate with families.
7. Work effectively as a member of a professional team in an early childhood program

E. Unit V. Abuse and Neglect

1. Study the history and policy development of abuse and neglect.
2. List types of abuse and neglect and behaviors that might be indicators of abuse and neglect.
3. Explain state and national statutes regarding responsibilities in reporting suspected abuse and neglect.
4. List steps in reporting suspected abuse and neglect.
5. Identify strategies that deter abusive behaviors.
6. Describe the early childhood educator’s role in helping abused and neglected children.

### III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Identify characteristics and issues relating to diverse cultures and caregiving lifestyles.
2. Analyze ways in which factors in the home and community (e.g. parent expectations, availability of community resources, community issues) impact learning, including an awareness of social and cultural factors to enhance development and learning.
3. Identify and apply strategies to maintain positive, collaborative relationships with diverse families (e.g. families with children with disabilities, poverty, single parent, cultural, homelessness, and dual-language learners).
4. Investigate community/educational resources (e.g. dentist on wheels, library programs, GED programs, family education programs, Early Childhood Intervention Strategies) to empower families to support children’s development.
5. Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children and their families.
6. Explain the importance of family involvement/home-school relationships in education.
7. Explain the importance of maintaining codes of ethical conduct and legal issues when working with families, colleagues, and community professionals.

### IV. Evaluation

Evaluation is based on the following criteria:

- A. Field-Based Activities (Required)
- B. Exams and/or Learning Activities
- C. Other added Instructor Requirements

#### Grading Scale

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

**\*Additional Support**

At the instructor's discretion, students may be allowed to rewrite papers, retake an exam, or be given extra credit work. Students seeking additional help may obtain tutoring assistance from the Writing Center at any campus.

**NOTE: A grade of "C" or better is required to transfer this course to a four-year college or university in Texas.**

**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.