Course Syllabus

Course:	**TECA 1303. 151 ~ Families, School & Community**
Semester:	Fall 2015
Class Times:	Arranged/Internet
Instructor:	Stephanie Deering
Office:	Reese Center, Building 5, Room 512A
Office Hours:	Monday, Tuesday, Thursday 2:00-6:00
	Wednesday 2:00-3:00
	Friday By Appointment
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"South Plains College improves each student's life."

General Course Information

Course Description

A study of the relationship among the child, family, community, and schools, including parent education and involvement, family and community lifestyles, child abuse and current family life issues. Course content is aligned 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.

Student Learning Outcomes *See NAEYC STANDARDS page attached.	NAEYC Standards	NAEYC Supportive Skills
Analyze parenting styles and techniques		
Identify interrelated issues between families and communities	S2	SS3 SS5
Examine characteristics of diverse cultures and lifestyles		
Practice ways to communicate and interact with parents and families.		
Identify signs of abuse and neglect; and choose strategies and resources for supporting children and families in abusive and neglectful situations.		

Course Objectives: Scans and Foundations list attached.

1. Examine literature on parenting styles and effective parenting techniques. (C5, F8)
    a) Define different parenting styles. (C4, F11)
    b) Describe family structures and interaction patterns and how they influence growth and development. (F12)
    c) Explain developmental stages of parenting and the effect on growth and development of children and parents. (C7, F11)
    d) Describe changes in parenting and family life over time. (C7, C10, F11)

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.(C7, C9, F9, F17)
    a) Analyze current issues as they relate to families and parenting.(C5,F11)
    b) 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.((C10, F7, F10)
    c) Describe needs & challenges of families caring for children with special needs. (C10, F7)
    d) Advocate on behalf of early childhood issues relating to families and communities.(C4, C5, C14, F6, F8, F15

3. Discuss diverse cultures and lifestyles. (C14)
    a) Understand diverse personal and & characteristics (e.g. those related to ethnicity gender, language background, exceptionality) and the significance of diversity for teaching, learning, & assessment.(C14, F5, F15)

b) Describe ways to enhance awareness and appreciation of languages and cultures. (C10, F6, F11, F15)
c) Develop activities to enhance understanding of diverse cultures and lifestyles. (C10, F11)

4. Understand the importance of family involvement in education and effective interaction and communication with families. (C 13)
   a) Apply knowledge of appropriate ways (including electronic communication) to communicate effectively with families in various situations. (C8, C11, C18, F10, F15)
   b) Observe and/or participate in activities that engage families, parents, guardians, and other caregivers in various aspects of the education program. (C9)
   c) Simulate conducting effective conferences with parents, guardians, and other caregivers. (C13)
   d) Explain the importance of respecting parents' choices and goals for their children (F7, F15)
   e) Describe how to involve parents in planning for their individual children. (F7, F15)
   f) Simulate interacting appropriately with all families, including those that have diverse characteristics, backgrounds and needs.(C14, C15)
   g) Simulate communicating effectively with families on a regular basis (e.g. to share information about individual progress) and respond to their concerns. (C7, C11)
   h) Discuss legislation and public policies affecting children and families, including children with special needs. (C4, C5, F8)
   i) Demonstrate an ability to work effectively as a member of a professional team. (C9, C15)

5. Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children and their families or primary care providers.(C7, C12, F5, F9, F13, F17)
   a) Examine statistics on abuse and neglect. (C5, F1)
   b) List types of abuse and neglect, and behaviors which might be indicators of such abuse/neglect.(C7, F9)
   c) Explain statutes regarding responsibilities in reporting suspected abuse and neglect. (C5, F6, F11, F13)
   d) List steps in reporting suspected abuse and neglect. (C15, F8, F17)
   e) Identify strategies that deter abusive behaviors. (C5, F11, F9)
   f) Describe caregivers' role in helping abused and neglected children.(C10,C16)

Evaluation Measures
1. Class discussions
2. Chapter Quizzes
3. Sixteen hours <u>field experience</u>, with written documentation
4. Community Resources Project
5. Key Assessment – Family Involvement Project
6. Exams

Academic Integrity
It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own, any work which he or she has not honestly performed, is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences and possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, and illegal entry or unauthorized presence in an office are examples of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgement, is plagiarism. Therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism.

Logging into Course: Under no circumstances are you allowed to give your User ID and/or password to anyone. If someone else is logging into this course, you will be dropped immediately with an F, regardless of the reason.

Examination Policy: Exams for this course will be given online, within a 36 hour window (i.e.; 8:00 am Saturday until 8:00 pm Sunday). The instructor maintains the right to require on-site testing in a proctored situation, should she deem it necessary to protect the integrity of the course.

Scans and Foundations Skills

Resources	Systems	Thinking Skills
Information	Technology	Personal Qualities
Interpersonal Skills	Basic Skills	

VERIFICATION OF WORKPLACE COMPETENCIES - CAPSTONE EXPERIENCE

Students will design Family Involvement Event as key assessment in this class. Copy will be placed in Professional Portfolio completed in CDEC 1292 capstone course.

Specific Course Requirements
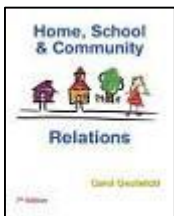
Textbook & Materials

Gestwicki, Carol. (2010) **Home, School, and Community Relations**, 7th Ed.
Wadsworth/Cengage Learning

Three-ring notebook with dividers for course materials
Folder for Field Experience documentation
Storage for saving assignments electronically –USB drive, etc.

Computer Requirements: It is your responsibility to make sure you have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer, but must have access to one that meets specifications. Computer labs are available for student use on Levelland, Lubbock, & Reese campuses.

Anti-virus Software: Please make sure that your computer has an up-to-date antivirus software program installed.

Programs: Microsoft Word and Adobe Reader (free download at http://get.adobe.com/reader/

Attendance & Assignment Policies

Daily (3 of 7 days)
"Never go a 3rd day without logging in."
- Log in to Blackboard / TECA 1303.151
- Check **Announcements**
- Read new **Mail** messages and **Discussion** posts

Weekly
- Complete **Reading** assignments and **Study Guides**
- Compose and post responses to **Discussion** topics
- **Reply** to classmates' discussion
- Schedule and complete **Field Experience** (16 hours total)
- Work on **Family Involvement Project**

Monthly
- Continue to practice **Time Management**
- Increase **Interactivity** online
- Review text and study guides for **Exams**
- Complete and submit **assignments** as instructed.

Written Assignment Requirements
1. All assignments are to be typewritten in Standard English form and submitted to instructor through Blackboard, as attachments.
2. *Each assignment must be labeled as instructed, including your initials.*
3. Assignments are due by 12:00 a.m. (midnight) on the designated date.
4. Late assignments will be docked 10% of point value for each day they are late, unless prior arrangements have been made with instructor.

⚠️

Please do not wait until the last minute to turn in assignments or you may have problems.
Remember the saying "TECHNOLOGY HAPPENS"!

Grading Policy

Attendance / Participation	**200 points**
(Includes weekly discussion & chapter quizzes)	
Exams (3@100 points)	**300 points**
Field Experience	**150 points**
Community Resources	**100 points**
Family Involvement Project	**250 points**
	1000 points

*A grade of C or above is required for application of this course to a degree or certificate in Child Development.

Communication Policy

➡ Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

➡ Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College "**My SPC**" and **email** systems. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.

➡ The CDEC program has a Facebook page at www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824. In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. "Liking" the CDEC Facebook page is not mandatory, nor are personal Facebook accounts, to access this page.

Student Conduct

Students are expected to abide by the standards of student conduct as defined in the SPC Student Guide. See signature page.

Other Requirements

➡ Students are responsible for arranging and completing required **field experience** in appropriate environments, with specific documentation. Sixteen hours of FE is required.

➡ Students who find it necessary to **drop** this course should communicate with instructor and follow through with the official drop process. Students who simply stop attending, and do not withdraw from class, will receive an **F** as a final grade. The last drop date for the college is **November 18, 2015.**

Course Outline

A. **Introduction to Families**
  1. Diversity of Family Experience
  2. Families Today – Definitions, Demographics, and Trends
  3. Parenting – Roles and Emotions
B. **Teacher-Family Partnerships**
  1. Family Involvement
  2. Benefits of Teacher-Family Partnerships
  3. Potential Barriers to Teacher-Family Partnerships
  4. Foundations of a Successful Partnership
C. **Methods for Developing Partnerships**
  1. At the Beginning
  2. Informal Communication Methods
  3. Parent-Teacher Conferences
  4. Home Visits
  5. Families in the Classroom
  6. Parent Education
  7. "It Takes a Village"
D. **Making a Partnership Work**
  1. Working with Families from Diverse Backgrounds
  2. Working with Families in Particular Circumstances – divorce, special needs, adoption, abuse & neglect
  3. Resolution of Attitudes and Behaviors

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

August 2015

I have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development/Early Childhood program at South Plains College.

I have also received a copy of the syllabus for this course. I understand the requirements and accept the responsibilities as described.

Signature _____

Date _____

SCANS COMPETENCIES

RESOURCES

C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.

C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers – works to satisfy customer's expectations.

C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading–locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing–communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic–performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics–approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening–receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking–organizes ideas and communicates orally.

THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking–generates new ideas.

F-8 Decision-Making–specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving–recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye–organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn–uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning–discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility–exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem–believes in own self-worth and maintains a positive view of self.

F-15 Sociability–demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management–assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty–chooses ethical courses of action.

National Association for the Education of Young Children
Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

Supportive Skill #1: Self-assessment and self-advocacy
Supportive Skill #2: Mastering and applying foundational concepts from general education
Supportive Skill #3: Written and verbal communication skills
Supportive Skill #4: Making connections between prior knowledge/experience and new learning
Supportive Skill #5: Identifying and using professional resources