

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**FAMILY DYNAMICS & COMMUNITY INVOLVEMENT**  
**ECEd 2040**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Date Revised: Summer**  
**01**

**Catalog Course Description:**

The role of the family and community in the physical, cognitive, social and emotional growth of the child in a diverse society. The areas of professionalism, program management, advocacy, family development and the structure of the family will be the main topics. Building partnerships with families of children with special needs will also be included. Laboratory observation and interaction.

**Entry Level Standards:**

Must be able to read and write at the college level.

**Prerequisite:**

ECEd 2020 or dept. approval

**Textbook(s) and Other Reference Materials Basic to the Course:**

Required:

*Home, School and Community Relations: A Guide to Working with Parents*, 2000, Gestwicki, Delmar Publishers, ISBN: 0-7668-0356-2

Supplemental:

*Essentials for Child Development Associates Working with Young Children*, 1991, The Council for Early Childhood Professional Recognition, ISBN: 1-879891-00-X

Environmental Rating Scales - Infant-Toddler, Early Childhood, School-Age, & Family Day Care Tennessee Licensing Standards

Lending Library of Resource Books and Professional Journal Articles

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Professionalism in Relating to Families: NAEYC's Code of Ethical Conduct
2	Definition of Family; Family Theories
3	Features of Families (including families with members with special needs)
4	Parenting/Family Development; Effective Communication
5	Families and Economic Change

- 6 Families of Differing Cultures and Backgrounds; Diversity/Anti-bias Issues with Families
- 7 Marital System; Divorce; Remarriage
- 8 Family Violence
- 9 Families with Members with Special Needs
- 10 Relations between the Family and Other Systems
- 11 Parent-Teacher Partnerships
- 12 Stages of Teacher Development
- 13 Skills for Effective Mentors: Communication, Reflective Practice, Modeling
- 14 Skills for Effective Mentors: Coaching, Feedback and Self-Assessment
- 15 CDA Competencies and Assessment Process
- 16 Final Exam Period

## **II. Course Objectives\*:**

- A. Develop attitudes and practices that promote positive relationships with families. I, III, IV
- B. Develop understanding and skills necessary to ensure a well-run, purposeful program that is responsive to child and family needs. I, III, IV

\*Roman numerals after course objectives reference goals of the ECEd program.

## **III. Instructional Processes\*:**

Students will:

1. Observe classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. *Communication Outcome, Problem Solving and Decision Making Outcome*
3. Use journaling as a technique to facilitate classroom observations and discussions. *Communication Outcome, Information Literacy Outcome, Transitional Strategy*
4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Personal Development Outcome*
5. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome*

\*Strategies and outcomes listed after instructional processes reference Pellissippi State' s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

## **IV. Expectations for Student Performance\*:**

Upon successful completion of this course, the student should be able to:

1. Understand select family theories (including family systems theory, the family ecosystem, and the ecological systems theory). A, B
2. Understand and respect the impact of heritage, culture, diversity, and special needs on family functioning in the context of the family and other social contexts. A, B
3. Understand how children, both typically developing and developing with special needs, affect and are affected by parents, siblings, the extended family, and the community. A, B
4. Submit written reflections & reviews on selected readings. A
5. Create a professional development plan. A, B
6. Create a mentoring plan. A, B
7. Participate in a cultural field experience. A, B
8. Plan a staff training on topic of choice. A, B
9. Resolve ethical dilemmas in ECEd. A, B
10. Complete a self-evaluation/assessment. A, B
11. Complete a journal regarding observed practices. A, B

\*Letters after performance expectations reference the course objectives listed above.

#### **V. Evaluation:**

##### A. Testing Procedures:

Students will complete a pre and post inventory on their knowledge of family dynamics and community involvement through an entry exam and a comprehensive final exam.

##### B. Laboratory Expectations:

Students will keep a journal, reflecting on each class topic. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom.

##### C. Field Work:

Students will observe and assess different early childhood education programs at various sites.

#### **VI. Policies:**

##### A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

**B. Academic Dishonesty:**

Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F for the exercise or examination or to assign an F in the course.