FAMILY DYNAMICS & COMMUNITY INVOLVEMENT
ECed 2040

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Date Revised: Fall 06

NOTE: This course is not designed for transfer credit.

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.

Prerequisites:

None

Textbook(s) and Other Course Materials:

Required:

Supplemental:
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:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Definition of Family; Family Theories</td>
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<tr>
<td>2</td>
<td>Features of Families (including families with members with special needs)</td>
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<tr>
<td>3</td>
<td>Parenting/Family Development; Effective Communication</td>
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<td>4</td>
<td>Families and Economic Change</td>
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<td>5</td>
<td>Families of Differing Cultures and Backgrounds; Diversity/Anti-bias Issues with Families</td>
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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. *Active Learning Strategy, Transitional Strategy

2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. *Communication Outcome, Transitional Strategy

3. Use journaling as a technique to facilitate classroom observations and discussions. *Communication Outcome, Transitional Strategy

4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Transitional Strategy

5. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome

*Strategies and outcomes listed after instructional processes reference TBR’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


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:

Please refer to the current Pellissippi catalog.

C. Accommodations for disabilities:
If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751(Voice/TTY) or 539-7153.

Posted: September 22, 2006