

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

FAMILY DYNAMICS & COMMUNITY INVOLVEMENT
ECEd 2040

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Fall 2012

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:

Gestwicki, C. (2010). *Home, School and Community Relations: A Guide to Working with Parents, 7th Ed.*, Delmar Publishers, ISBN: 1435401085.

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

Web Resources as Assigned

I. Week/Unit/Topic Basis:

Week	Topic
1	Definition of Family; Family Theories
2	Features of Families (including families with members with special needs)
3	Parenting/Family Development; Effective Communication
4	Families and Economic Change
5	Families of Differing Cultures and Backgrounds; Diversity/Anti-bias Issues with Families

6	Marital System; Divorce; Remarriage
7	Family Violence
8	Families with Members with Special Needs
9	Relations between the Family and Other Systems
10	Parent-Teacher Partnerships
11	Stages of Teacher Development
12	Skills for Effective Mentors: Communication, Reflective Practice, Modeling
13	Skills for Effective Mentors: Coaching, Feedback and Self-Assessment
14	Professional Ethics
15	Final Exam Period

II. Course Goals*:

The course will:

- 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 goals reference goals of the ECEd program.

III. Expected Student Learning Outcomes*:

The student will 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

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. 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.

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his 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, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at <http://www.pstcc.edu/sswd/>.