PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

FAMILY DYNAMICS & COMMUNITY INVOLVEMENT
ECED 2340

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Date Revised: Fall 2014

NOTE: This course is not designed for transfer credit.

Catalog Course Description:

A study of the role of the family and community in the physical, cognitive, social, and emotional growth of the child from birth through age 8. Topics include the benefits of, and strategies for, developing positive reciprocal relationships with families in an early childhood education setting. Field experience is required.

Entry Level Standards:

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

Prerequisites:

None

Textbook(s) and Other Course Materials:

Required:

Supplemental:
Tennessee Licensing Standards
Lending Library of Resource Books and Professional Journal Articles
Various Websites
Tennessee Early Learning Developmental Standards-TN-ELDS

I. Week/Unit/Topic Basis:

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction/Definition of Family/ Families Today</td>
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<tr>
<td>2</td>
<td>Parenting</td>
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<td>3</td>
<td>Parent Interviews/Role Playing</td>
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<td>4</td>
<td>Family Involvement</td>
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<td>5</td>
<td>Developing Partnerships with Families</td>
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<td>6</td>
<td>Informal Communications</td>
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II. Course Goals*

A. Demonstration of knowledge of diverse family and community characteristics. (2a)
B. Demonstration of knowledge of the benefits of reciprocal, positive relationships with families. (2b, 4a)
C. Development and evaluation of a variety of appropriate strategies that promote communication, family involvement, and participation. (2b, 2c)
D. Identification of and ability to access community resources to support families and children. (2c, 5c)
E. Ability to analyze ethical dilemmas in relation to working with families based on the NAEYC Code of Ethical Conduct. (6b)

*Numerals after course goals reference goals of the ECED program which are based on NAEYC Associate Degree Standards

NAEYC Associate Degree Standards:
The following standards are addressed in this course:

Standard 2: Building Family and Community Relationships
   2b. Support and empower families and communities through respectful, reciprocal relationships
   2c. Involve families and communities in their children’s development and learning

Standard 4: Using Developmentally Effective Approaches
   4a: Understand positive relationships and supportive interactions as the foundation of work with young children.

Standard 5: Using Content Knowledge to Build Meaningful Curriculum
   5c. Use 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
   6b. Know about and uphold ethical standards and other professional guidelines
III. Expectations for Student Performance*:

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

1. Demonstrate knowledge of diverse family and community characteristics. (2a)

2. Demonstrate knowledge of the benefits of reciprocal, positive relationships with families. (2b, 4a)

3. Develop and evaluate a variety of appropriate strategies that promote communication, family involvement, and participation. (2b, 2c)

4. Identify and access community resources to support families and children. (2c, 5c)

5. Analyze ethical dilemmas in relation to working with families based on the NAEYC Code of Ethical Conduct. (6b)

*Numerals after Student Learning Outcomes reference NAEYC Associate Degree Standards

IV. Evaluation:

A. Testing Procedures:

Students will complete regular assessments (projects, exams, papers, journals, research, presentations) to test their knowledge of early childhood practices and theories.

B. Field Work:

Students will conduct parent and teacher interviews and child and classroom observations.

C. Other Evaluation Methods

As determined by the instructor.

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.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that 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 Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu, or by visiting Alexander 130. More information is available at http://www.pstcc.edu/sswd.