

ACC Child Care & Development Dept.
CDEC/TECA 1303 – Family, School and Community
Master Syllabus

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. Students are required to participate in a minimum of 15 hours of field experience with children, infants through 12 years of age, in a variety of settings with varied and diverse populations. (*Formally CDEC 1303*) (3-3-1)

Prerequisite: DEVR 0303 and DEVW 1303 and DEVW 1403 or satisfactory score on appropriate placement test.

Required Text: *Home, School, and Community Relations*, 6th ed. by Carol Gestwicki

Instructional Methodology: Learning will be accomplished through a combination of lecture, small and large group discussion, brainstorming, role-playing, and a variety of lab assignments and projects in the community.

Course Rationale: Working with families is a critical component of a quality early childhood program. Teachers must be aware of children with whom they work in the context of the children's families, and in the context of the larger community.

NAEYC Standards:

All coursework in ACC's Child Development Department include student learning opportunities and outcomes that address the National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation in Associate Degree Programs. The Standards intentionally cover areas of professional preparation that are required to be sure that all young children will receive the kind of early education they need and deserve. Following are the Standards which are included in your coursework:

STANDARD 2: *Building Family And Community Relationships*

2a: Knowing about and understanding family and community characteristics

2b: Supporting and empowering families and communities through respectful, reciprocal relationships

2c: Involving families and communities in their children's development and learning

STANDARD 5: *Becoming A Professional*

5b: Knowing about and upholding ethical standards and other professional guidelines

Course Objectives:

1. Examine literature on parenting styles and effective parenting techniques.
 - a. Define different parenting styles.
 - b. Describe family structures and interaction patterns and how they influence growth and development.
 - c. Explain developmental stages of parenting and the effect on growth and development of children and parents.
 - d. Describe changes in parenting and family life over time.

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.
 - a. Analyze current issues as they relate to families and parenting.
 - 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.
 - c. Describe needs and challenges of families caring for children with special needs.
 - d. Advocate on behalf of early childhood issues relating to families and communities.
3. Discuss diverse cultures and lifestyles.
 - a. Understands diverse personal and social characteristics (e.g. those related to ethnicity gender, language background, exceptionality) and the significance of diversity for teaching, learning, and assessment.
 - b. Describe ways to enhance awareness and appreciation of languages and cultures.
 - c. Develop activities to enhance understanding of diverse cultures and lifestyles.
4. Understand the importance of family involvement in education and effective interaction and communication with families.
 - a. Apply knowledge of appropriate ways (including electronic communication) toward and communicate effectively with families in various situations.
 - b. Observe and/or participate in activities that engage families, parents, guardians, and other legal caregivers in various aspects of the education program.
 - c. Simulate conducting effective conferences with parents, guardians, and other legal caregivers.
 - d. Explain the importance of respecting parents' choices and goals for their children.
 - e. Describe how to involve parents in planning for their individual children.
 - f. Simulate interacting appropriately with all families, including those that have diverse characteristics, backgrounds and needs.
 - g. Simulate communicating effectively with families on a regular basis (e.g. to share information about individual progress) and respond to their concerns.
 - h. Discuss legislation and public policies affecting children and families, including children with special needs.
 - i. Demonstrate an ability to work effectively as a member of a professional team.
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.
 - a. Examine statistics on abuse and neglect.
 - b. List types of abuse and neglect and behaviors which might be indicators of such abuse/neglect.
 - c. Explain state statutes regarding responsibilities in reporting suspected abuse and neglect.
 - d. List steps in reporting suspected abuse and neglect.
 - e. Identify strategies that deter abusive behaviors.
 - f. Describe caregivers' role in helping abused and neglected children.
6. Explain the importance of maintaining codes of ethical conduct when working with families and community professionals.

SCANS Competencies: Seven SCANS competencies are covered in this course. Students have experiences in identifying and using resources (**Resources**); acquiring, using and organizing new information (**Information**); working with others to plan and implement curriculum (**Interpersonal**); evaluating and improving plans as they are implemented (**Systems**); using basic skills (**Basic Skills**); thinking creatively and problem-solving as they develop and carry out new curriculum ideas (**Thinking Skills**); assuming responsible, ethical roles in the classroom (**Personal Qualities**).

Course and Lab Policies and Requirements:

This course has 16 required hours of field experiences. Students are required to spend 16 hours during the course of the semester engaged in a variety of community activities and projects related to the course. Guidelines for completion of field work will be included with the assignments.

To be eligible to participate in field experiences, you must meet the eligibility criteria of the Child Development's Eligibility for Field Experiences Policy. The Child Development Department's policy reflects the standards established by both:

- the Texas Department of Family and Protective Services, which is explained in the catalog and on the "Austin Community College Children's Lab School Criminal Conviction Statement for Child Development Lab Students",
- and criteria set by the Austin Independent School District for volunteer eligibility which prohibits anyone with a felony within the last five years for offenses involving moral turpitude (acts that are generally considered morally or ethically wrong, including crimes that involve dishonesty, fraud, deceit, theft, misrepresentation.)

You must complete all required hours to receive credit for this course.

Course Grading Lab Pass Statement: To successfully pass this course you must pass lab. If you do not receive a passing evaluation from your Lab School supervising teacher or from me, you may not pass the course. You may be asked to withdraw, receive an "F" or be asked to continue working on lab competencies for this course. All of this is explained in more detail on your handouts: "Procedure for Assisting Child Development Students to Improve Their Lab Practice" and the "Child Development Department Lab and Field Work Agreement".

To successfully complete the lab portion of this course, you are expected to:

- demonstrate the behaviors required in *Minimum Standards for Licensed Child Care Centers* and noted on the "Child Development Department Lab and Field Work Agreement"
- demonstrate the competencies discussed in your "Lab Expectations Handout"
- follow the policies of your lab placement site

Attendance: Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

Withdrawals: Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course.

Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exceptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

'Third attempt' course tuition:

Per state law, effective spring 2006 any student taking a class for the third time or more may be charged an *additional* \$60 per credit hour unless exempted. We call it the **Rule of Three or Third Course Attempt**.

The Texas Higher Education Coordinating Board has mandated that all publicly funded higher-education institutions will not receive funding for courses a student takes for the third time or more. Without the state funding for those affected classes, ACC will charge additional tuition to pay for the cost of the class. The new "Third Course Attempt" tuition costs will not apply to developmental courses, Continuing Education courses, special-studies courses in which the content changes each time, or other select courses.

Students affected by this new policy should note the following:

- This policy affects class enrollments beginning with the fall 2002 semester (Aug. 2002).
- Financial aid may be used to cover the additional tuition charge.
- If you are taking a class for the second time and are considering a third attempt in the future, consult with your instructor and/or advisor. ACC is here to help you succeed.
- Appeals for waivers will be reviewed on a case-by-case basis by the relevant Dean of Student Services at each campus.

Reading and Writing Requirements: This course requires that students have successfully completed the Fundamentals of Reading (DEVR 0303) and the Fundamentals of Writing (DEVW 0403) or obtained a satisfactory score on an appropriate placement test. To remain in this course, you must be concurrently enrolled in Reading Skills I (DEVR 1303) and Writing Skills I (1403) or have obtained a satisfactory score on an appropriate placement test.

Legible Assignments: I expect all assignments to be written in complete sentences and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to you for correction. The ACC Labs are wonderful resources and the Lab tutors will help you be sure that your assignments meet these expectations.

Professional Ethics: You are expected to maintain professional ethics while in this course. Careful adherence to NAEYC's Professional Code of Ethics when dealing with families, children, colleagues and supervising teachers is mandatory. Information about the Code of Ethics is available on NAEYC's website at www.naeyc.org. In addition, classroom discussions and all written work must reflect our commitment to maintaining issues of confidentiality for all children and families who allow our observations.

Scholastic Dishonesty: ACC's Scholastic Dishonesty Policy is stated in the Student Handbook: "Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework." Failure to comply with this policy will result in loss of course credit for the assignments and may result in withdrawal from this course.

Electronic Technology:

During all tests, please be sure that all electronic technology like cell phones, PDA's, etc. are turned off. Doing this prevents any misunderstanding about the use of the equipment for obtaining test information.

Students with Disabilities: The Student Handbook states that: "Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester." The Office for Students with Disabilities for Eastview can be reached at 223-4159; Rio Grande has a TTY, 223-9000.

Student Freedom of Expression: Each student is strongly encouraged to participate in an open dialog. In any instructional situation that includes critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere encouraging us to think and learn. I do expect that we respect the views of each other even if they differ substantially on volatile and sensitive topics.