



Course Information

Course Title	Families, School and Communities
Course Prefix, Num. and Title	TECA 1303 – Families School and Communities
Division	Technology & Business
Department	Education / Early Childhood
Course Type	Academic General Education Course (from ACGM, but not WCJC Core)
Course Catalog Description	A study of the child, family, community, and schools, including parent education and involvement, family and community lifestyles, child abuse, and current family life issues; Course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and coincide with the National Association for the Education of Young Children position statement related to developmentally appropriate practices for children from birth through age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. The course includes a minimum of 16 hours of field experiences.
Pre-Requisites	Texas Success Initiative (TSI) Reading and Writing requirements met; students must pass a criminal background check.
Co-Requisites	none

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:3:0
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Prepared by:		
Department Head:		
Division Chair:		
Dean/VPI:		
Approved by CIR:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

1. Describe issues relating to families and communities, such as skills for child-rearing, use of media with children (TV, computers, and internet), children with special needs, and diversity in family lifestyles and culture.
2. Evaluate strengths, weaknesses, and characteristics of a variety of family lifestyles (e.g., single parents, blended families, dual-career families, extended families, and working parents).
3. Identify four types of child abuse (neglect, psychological, physical, and sexual) and describe the behaviors associated with abused children and their families, as well as ways to work effectively with abusive behaviors.
4. Identify and articulate skills for effective communication with families and children such as using feedback and active listening.
5. Identify characteristics of functional (healthy) and dysfunctional (unhealthy) families.
6. Describe the impact of the family's culture and socio-economic status (SES) in relation to behavior and child-rearing practices.
7. Discuss the variations in child-rearing styles of and issues faced in each unique style.
8. Read and discuss professional journals to obtain information on trends in the field.
9. Identify the alternatives for Child Care and the effects of Early Childhood Education on children, families, and schools.
10. Compare and contrast alternatives to biological parenthood (e.g., adoption, foster families, and grandparents raising grandchildren).

In addition to the 48 hours of contact time in class (lecture/class discussions), students will participate in a minimum of 16 hours of observations in programs for children ages birth through 12 years at sites approved by the Department of Education/Early Childhood.

National Association for the Education of Young Children Standards measured in this course:

1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

1. Identify characteristics and issues relating to diverse cultures and caregiving lifestyles.
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.
3. Identify and apply strategies to maintain positive, collaborative relationships with diverse families (e.g. families with children with disabilities, poverty, single parent, cultural, homelessness, and dual-language learners). Students will describe effective techniques to use to set up and implement successful family-teacher conferences.
4. Investigate community/educational resources (e.g. dentist on wheels, library programs, GED programs, family education programs, Early Childhood Intervention Strategies) to empower families to support children's development. Students will discuss judicial rulings, state laws, and federal laws that impact families, schools, and children.
5. Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children and their families.

6. Explain the importance of family involvement/homeschool relationships in education. Students will apply theoretical principles of child development and course content concerning healthy family-school relationships to the design of an effective family-school involvement plan.
7. Explain the importance of maintaining codes of ethical conduct and legal issues when working with families, colleagues, and community professionals.

Methods of Assessment:

- 1.2.3.4.5 Midterm (which must include a minimum of one essay question), final exam, and any other tests or quizzes deemed necessary by the instructor (Grade of 70 indicates mastery).
- 1.2.3.4.5 Class discussions/group discussions. This will be assessed using the WCJC Gen Ed Core Rubric on Teamwork (Assessment of 3 equates Competence). .
6. Students will design a term project of a family involvement plan which will allow them to apply principles of effective family-school relationships. This term project will be graded according to a rubric and will be shared informally in class. (A minimum grade of 70 indicates mastery.)
7. Written observation summaries of six (6) classroom settings (infant, toddler, Pre-K, K, Elementary, and sixth grade) (These will be graded according to a rubric with a score of 70 indicating mastery.) Students will evaluate their own level of professional conduct in a self-evaluation checklist prepared by the department.

Required text(s), optional text(s) and/or materials to be supplied by the student:

Most recent edition of:

Barbour, C., Barbour, N. & Scully, P. (most recent edition). Families, schools, and communities: Building partnerships for educating children. Upper Saddle River, NJ: Pearson Education Inc.

Suggested Course Maximum:

35

List any specific or physical requirements beyond a typical classroom required to teach the course.

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Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Grading Criteria:

10% Attendance and class participation

25% Midterm Exam

25% Final Exam

40% Written Assignments (observations, family involvement plan, other written assignments)

Grading Scale:

A-90-100%

B-80-89%

C-70-79%

D-60-69%

F-59 and below

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Curriculum Checklist:

Administrative General Education Course (from ACGM, but not in WCJC Core) – No additional documents needed.

Administrative WCJC Core Course. Attach the Core Curriculum Review Forms

Critical Thinking

Communication

Empirical & Quantitative Skills

Teamwork

Social Responsibility

Personal Responsibility

WECM Course -If needed, revise the Program SCANS Matrix and Competencies Checklist