

Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Families, School, and Community

Course Prefix and Number – TECA 1303

Department – Education and Early Childhood

Division-Technology and Business

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
 Academic WCJC Core Course
 WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

Equated Pay hours for course – 3 hours

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; requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations; course includes a minimum of 16 hours of field experiences

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 16 hours of Observation

Prerequisites/Co requisites - none; Meeting THEA Reading and Writing requirements recommended; students must pass a criminal background check.

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 05-26-09
Department Head Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 05-26-09
Division Chair Stephanie Dees	Signature <i>S Dees</i>	Date 6/30/09
Vice President Dr. Ty Pate	Signature <i>Ty Pate</i>	Date 7-6-09



- I. **Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):
1. Describe issues relating to families and communities, such as skills for parenting, 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 parents, 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 in relation to behavior and child-rearing practices.
 7. Discuss the variations in parenting 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.
 10. Compare and contrast alternatives to biological parenthood (e.g., adoption, 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.

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<ol style="list-style-type: none"> 1. 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. 2. Students will utilize appropriate terms to categorize various family forms (nuclear, blended, extended, foster, adoptive, etc.) and distinguish the strengths and challenges characteristic for each form. 3. Students will describe effective techniques to use to set up and implement successful parent-teacher conferences. 4. Students will discuss judicial rulings, state laws, and federal laws that impact families. 5. Students will apply principles of Maslow's Hierarchy of Needs to evaluate the effectiveness of classrooms 	<ol style="list-style-type: none"> 1. 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.) <p>2.3.4. Class discussions/group discussions</p> <p>2.3.4. Midterm, final exam, and any other tests or quizzes deemed necessary by the instructor (Grade of 70 indicates mastery).</p> <p>5. Observation summaries of six (6) (5 primary /elementary classrooms and 1 sixth grade classroom)-(This will be graded according to a rubric with a score of 70 indicating mastery.)</p>

II. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Barbour, C., Barbour, N. & Scully, P. (2008). *Families, schools, and communities: Building partnerships for educating children (4th ed.)*. Upper Saddle River, NJ: Pearson Education Inc. (ISBN 0-13-239282-8)

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
none

VI. 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

Attendance and class participation.....	10%
Midterm Exam.....	25%
Final Exam.....	25%
Written Assignments (observations, family involvement plan, other..... written assignments)	40%

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist