I. Course Description

ECED 5301: Parent and Community Resources in Early Childhood Education explores family education programs in early childhood education settings. Emphasis is placed on providing families with appropriate educational information.

II. Course Rationale

Educator’s knowledge of parenting styles, parenting problems, and parental communication is vital to relating with the parents of young children. Educators need to identify community resources in which to refer parents to for help or assistance. This class enables educators to find the resources for parents and deal with difficult parents by talking to them and offering aide.

III. NAEYC Standards Covered

STANDARD 1. Promoting child development and learning

1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

STANDARD 2. Building family and community relationships
2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning.

STANDARD 5. Using content knowledge to build meaningful curriculum

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. Growing as a professional

6a: Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession

6b: In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role

6c: Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role

6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research

6e: Engaging in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies

6f: Demonstrating a high level of oral, written and technological communication skills with specialization for professional role(s) emphasized in the program
STANDARD 7. Early childhood field experiences

7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

IV. Student Learner Outcomes

SLO 6: Professional leadership roles in early childhood community

V. Course objectives

1. Students will discuss the different types of families, issues of modern day families. (STANDARD 1,a, b, c, 2c,)

2. Students will identify current issues in family relationships and education based on research articles. (STANDARD 1, 2)

3. Students will identify and apply elements of effective communication with children, families, and significant agencies. (STANDARD 1, 2, 5)

4. Students will write two research based, formal papers pertaining to families. The paper must be 12 point font and formatted in APA style. (STANDARD 6, a, b, c, d, e, f)

VI. Course Topics

1. Dealing with families in a variety of situations and parental styles
2. Parent conferencing, communication skills, and solution of problems using agencies available to schools and parents
3. Student situations and problems faced in classroom situations.
4. Parental knowledge of child development, child and parent motivation.

VII. Instructional methods

1. Lecture/discussion
2. Student presentations
3. Video and learning modules

VIII. Course Requirements

1. Successfully complete 2 countdown papers
2. Develop a formal research based paper pertaining to family involvement (professor’s choice of topic).
3. Develop a formal research based paper pertaining to family involvement (student’s choice of topic).

IX. Course evaluation requirements

The following grading scale will be used:

a. Countdown Paper #1 20 points
b. Countdown Paper #2 20 points
c. Formal Paper #1 100 points
d. Formal Paper #2 100 points
e. A = 100-92%.  
B = 91-82%  
C = 81-72%  
D = 71-62%  
F = 61-0%

X. Textbooks


XI. Bibliography


XII. Course Schedule

At the beginning of the semester, the student and professor will determine a mutually acceptable day and time to meet on a weekly basis.

XII. University Policies
Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

Classroom Conduct:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

Disabilities:

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.”

http://disabilityservices.tamucc.edu

The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

http://disabilityservices.tamucc.edu

Statement of Civility: Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high
quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

XIII. Course Policies

1. Attendance:

   Class attendance and participation—In order to socially construct knowledge I need all class participants to be present in class and actively involved in discussions and activities. Class attendance is mandatory and absences will influence your course grade. There are no excused absences.

   You will be counted absent whether or not you have informed me of your absence.

   During class activities will be conducted interactively. If you miss the class you will lose credit for that activity. This matters in your final grade for the course.

   Missing more than two classes will drop your grade one letter grade.