

Course Syllabus: Child, Family and Community

Course Prefix and Number: CHLD 209

Course Title: Child, Family, and Community

Credit Hours: 3

Lecture Hours: 3 **Laboratory Hours:** 0

Catalog Description:

This course focuses on the diverse needs of the child within the context of family, school and community. The course will examine the interplay of diverse cultures, lifestyles, abilities, language and communication with the role of the early childhood environment and other community institutions. Students will gain an understanding of their professional role in supporting evidence-based practices that strengthen respectful, collaborative family/child partnerships through effective use of community and family resources.

Course/Lab Outline:

1. Understanding Families
2. A Theory-Based Approach to Family Involvement in Early Childhood Education
3. Understanding Family Diversity
4. Developmental Issues in Families with Young Children
5. Family Strengths, Family Functions, and Family Structure
6. Parenting
7. Family Stress
8. A Family-Based Philosophy in Early Childhood Education
9. Family-Staff Relationships
10. Supporting Young Children's Learning at Home
11. Parent Education and Family Life Education
12. Early Childhood Educators in the Community

Relationship to Academic Development Programs and Transfer:

CHLD 209 fulfills 3 semester hours of elective credit for the A.A. and A.S. degrees. It should transfer to most colleges and universities as an elective course. However, since this course is not part of either the General Education Core Curriculum or a baccalaureate major program described in the Illinois Articulation Initiative, students should check with an academic advisor for information about its transferability to other institutions.

Required Textbook(s):

Couchenour, D., & Chrisman, C. (2011). *Families, schools, and communities: Together for young children* (4th Edition). New York: Thomson

Suggested Resources:

Division for Early Childhood. (2010). *Responsiveness to all children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice*. Available from http://www.dec-sped.org/uploads/docs/about_dec/

[position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf](http://www.heartland.edu/cdl/faq.jsp)

Heartland Community College. (n.d.) *Child Development Lab*. Available from <http://www.heartland.edu/cdl/faq.jsp>

Heartland Equity and Inclusion Project (HEIP). (2012). *Interview with Parent Support Specialist Video*. Available from <http://youtu.be/lbh9KyF16-c>

Heartland Equity and Inclusion Project (HEIP). (2012). *Family Story: NF Video*. Available from <http://www.youtube.com/watch?v=n4bp-VIN04w>

Hohensee, J.b. & Derman-Sparks, L. (n.d.). *Implementing an anti-bias curriculum in early childhood*. Available from <http://ceep.crc.uiuc.edu/eecearchive/digests/1992/hohens92.html>

Illinois Department of Children and Family Services. (n.d.). Recognizing and Reporting Child Abuse: Training for Mandated Reporters. Available from <https://www.dcfstraining.org/manrep/index.jsp>

IRIS Center. (n.d.). Star Legacy Modules. *Collaborating with families*. Available from <http://iris.peabody.vanderbilt.edu/fam/chalcycle.htm>

IRIS Center. (n.d.). Star Legacy Modules. *Cultural and linguistic differences: What teachers should know*. Available from <http://iris.peabody.vanderbilt.edu/clde/chalcycle.htm>

NACCRRRA. (2006). *The After-Effects of Hurricane Katrina: Child Care Providers Needed Along Gulf Coast So Families Can Return Home*. Available from <http://www.naccrra.org/news-room/press-releases/2006/6/the-after-effects-of-hurricane-katrina-child-care-providers-needed-a>

National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media. (March 6, 2012). *Joint Position Statement on Technology and Interactive Media*. Available from <http://www.naeyc.org/content/technology-and-young-children>

National Center for Cultural Competence. (n.d.). *Cultural factors that influence diversity among individuals and groups (NCCC training clips)*. Curricula enhancement module series. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development. Available from http://www.ncccurecricula.info/resources_mod1_clip1.html

Ounce of Prevention Fund. (n.d.). Advocacy and Policy. Available from <http://www.ounceofprevention.org/advocacy/advocacy-action-center.php>

Parents as Teachers (n.d.) *Cultural Competency Policy*. Available from <http://www.parentsasteachers.org/about/cultural-competency-policy>

Save The Children. (June 2007). *Child Care: An Essential Service for Disaster Recovery*. Available from http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/issuebrief3_07.pdf

Sandall, S. Hemmeter, M.L., Smith, B.J., & McLean, M.E. (2005). *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education*. Longmont, CO: Sopris West. Available from <http://www.naeyc.org/store/node/682>

Turnbull, A., Winton, P., Rous, B., & Buysse, V. (2010). *CONNECT Module 4: Family-Professional Partnerships*. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available from <http://community.fpg.unc.edu/connect-modules/learners/module-4>.

Voices for Illinois Children. (n.d.). *Voices for Illinois Children*. Available from <http://www.voices4kids.org/>

Expected Learning Outcomes:

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

1. Identify the unique characteristics of each family and the impact of culture, social background, language, abilities, communication styles, and values on the development and learning of each child.
2. Discuss the benefits, limitations, and biases of the diverse communication formats one must acknowledge in order to establish cooperative relationships that respect the diversity and uniqueness of all families.
3. Describe the importance of recognizing one's own cultural and linguistic heritage while incorporating the family goals and desires for their own children in the educational process.
4. Identify, review, and compile community resources, including resources related to the responsible use of digital tools, to support the diverse structures and needs of families.
5. Describe and demonstrate skills that are necessary for professionals within early childhood education to work together as a team, to collaborate, and to advocate in ways that are responsive to the diversity and complexity of each family's system
6. Analyze and develop strategies for implementing effective program policies (local, state and national) that safeguard families who are culturally and linguistically diverse and provide quality care and education for each child.

7. Understand that early childhood programs serve as a catalyst within the larger community context to bring family members and community agencies together to create and support quality care and education programs.

Method of Evaluation (Tests / Exams, Grading System):

Each instructor will use a combination of evaluation methods to determine the grade of each student. They may use a variety of forms of assessment methods including exams, application activities, and discussion / class participation.

Exams	20% - 60%
Activities	20% - 60%
Discussion / Participation	5% - 25%

Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F