

New Course Proposal
Submit completed form electronically

1. Course prefix and course number: ECE 380

2. Course title: Family Community Connections

3. Abbreviated title for class schedule (30 characters or less): Family Community Connections

4. Credit hours: 4

(note: if credits are variable, list range of credits (e.g. 1-8 credits))

5. Catalog description:

This course will explore supporting whole child development in the context of family, community, and culture. The benefits of parent-professional partnership, parent-support services, and family oriented culturally responsive teaching will be emphasized. Strategies for supporting families by sharing early childhood development information, understanding families' cultures and societal influences, connecting families with community resources, and examining current social policies that are impacting in-home and community-based child rearing practices will be developed.

6. Prerequisites *(to add each additional prerequisite, start a new line)*: None

(See attached Note for samples)

A. (course prefix, (space) and number) or or or

B. (course prefix, (space) and number) or or or

C. (course prefix, (space) and number) or or or

7. Co-requisites (including labs, if any): None

A. (course prefix, (space) and number) or or or

8. Major/Class restrictions: Please indicate any class or major restrictions: Junior status or above.

9. Is course repeatable? No **If Yes, list maximum credits:**

10. Labs requirements: If course includes a lab: # of hours lecture: ; # of hours lab:
No Lab

11. Fees: List any course fees: None

12. Grade Mode: Graded Only

13. CIP Code: Six-digit CIP code (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. **University Studies?** No **If yes, list Strand(s)** NA

B. **Honors?** No

15. Cross-listing: List any cross-listing: None and and and

16. Strategic justification for proposed course:

A. Rationale: What is the overall strategic rationale for offering this course?

This course will help students thoughtfully examine their own beliefs and current practices as well as study the research regarding the role of family and community in the early education of children. Students will explore the processes for developing, implementing, and sustaining parent partnerships that benefit all involved. Students will analyze the emerging research on family/community involvement models and how those models provide for collaboration with parents/family members, colleagues, and members of the community to provide assistance to young children and their families to promote learning and development.

B. Alignment:

1. How does this course align with the unit's mission plan?

Course design reflects up to date research on teaching, learning, culturally responsive education, and school improvement. When families are engaged in the early education of children, children learn more and families are able to advocate for the needs of their children. This course will help students reach a deeper understanding of their role in promoting family/school/community partnerships. Valuing diversity, meeting special needs, understanding cultural contexts and embracing cultural differences in order to expand definitions of “developmentally appropriate practices in early education” and understanding the many challenges that families face will encourage teaching practices that best support whole child development and community partnership.

2. How does the course fit into the rest of the unit's curriculum?

Students will reflect on personal experiences, examine real life examples, and develop ideas of how to advocate for the improvement of the lives of their children and families, education systems, and society in general. Students will recognize the diversity of individual learners' needs in any classroom as well as in family cultures. Each student will be asked to create a school/family/community partnership plan including supporting access to community resources which will result in long-term gains for children and families. Students will also be expected to create a newsletter that will be used for ongoing communication with families to build and strengthen the

bonds between school, family, and the community. Students will convey knowledge of child development to families to support growth of children at home as well as in early childhood settings. This course is one of the foundational courses in early childhood education as we approach and promote child development and learning in the cone of family context.

A. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period?

Year 1: 20 students; **Year 2:** 20 students ; **Year 3:** 20 Students

B. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. Faculty:

- a. **Who will teach the course?** Cathy Lemble
- b. **Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.** Adjunct Instructor
- c. **If additional faculty members are needed, how will that need be met?**
No additional faculty members are needed. This instructor is highly qualified to teach the curriculum designated for this course.

2. Facilities: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. Moodle and online support from IT Helpdesk and Moodle support team as needed.

3. Other:

- a. **Are Hannon Library resources sufficient to meet the needs of this course?** Yes
- b. **Are any other resources needed to support this course?** Active student accounts and Moodle access.

If so, please explain how they will be obtained. Students will need internet access to support the needs of this course.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? No impacts are anticipated.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

**Southern Oregon University
School of Education
Early Childhood Development Program**

**ECE 380 CRN XXXX
Family Community Connections
Term/Year**

Instructor	Cathy Lemble
Contact Information	lemblec@sou.edu <i>Email will be responded to within 24 to 48 hours</i>
Office Hours	Will be determined Phone conference, email, or by appointment
Credits	4 credits

Course Description

This course will explore supporting whole child development in the context of family, community, and culture. The benefits of parent-professional partnership, parent-support services, and culturally responsive teaching will be emphasized. Strategies for supporting families by sharing early childhood development information, understanding families' cultures and societal influences, connecting families with community resources, and examining current social policies will be developed.

This course will help you to thoughtfully examine your own beliefs and current practices as well as study the research regarding the role of family and community in the early education of children. You will explore the processes for developing, implementing, and maintaining parent partnerships that benefit all involved. You will analyze the emerging research on family/community involvement models and how those models provide for collaboration with parents/family members, colleagues, and members of the community to provide assistance to students and their families to promote learning.

This course will help you to reach a deeper understanding of your role in promoting family/school/community partnerships. Valuing diversity, meeting special needs, understanding cultural contexts and embracing cultural differences will help you to expand your definition of "developmentally appropriate practices" and develop an understanding of the many challenges that families face. This will support you to develop teaching practices that best support whole child development and community membership.

NAEYC Standards for Early Childhood Professionals Preparation Programs

1. Promoting Child Development and Learning
2. Building Family and Community Relationships

3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

SOU Early Childhood Development Course Outcomes for Becoming a Professional

1. Communicate effectively in writing, speech, and technology.
2. Access and evaluate information resources to become critical thinkers of developmentally effective practices in early childhood education.
3. Engage in the community through service projects and fieldwork in early childhood, schools, and other community settings.
4. Examine personal attitudes, values and beliefs, and develop advocacy and leadership skills and professionalism to apply in diverse settings.

Course Outcomes

Students will:

- Reflect on personal experiences, examine real life examples, and develop ideas of how to advocate for the improvement of the lives of their students and families, education systems, and society in general.
- Create a school/family/community partnership plan and to create a newsletter that will be used for ongoing communication with families to build and strengthen the bonds between school, family, and the community.
- Prepare to convey knowledge of child development to families to support growth of students at home as well as in the school environment.

Required Course Materials

Gonzalez-M. (2017). *Child, Family, and Community: Family-Centered Early Care and Education* (7th ed.). New Jersey: Pearson.

ISBN 978-0-13-404227-5

Attendance Policy

This is an online course using SOU Moodle as a platform for weekly class attendance, participation, and discussions. Students are expected to actively participate regularly and practice professional communication and leadership skills in all Moodle forums and complete each week's assignments following the guidelines included in the syllabus and posted on Moodle.

Assignments and Expectations

Textbook readings, education articles, and short videos with regular reflections and in-class discussions; participation in whole class discussion forums; feedback to other learners; research and presentation; practical, applied assignments; and an integrative project that results in a newsletter. All communication and work should reflect professionalism throughout the course.

Course Outline

Weekly Forums: In-depth responses to the topics explored in each week’s readings. Responses will include self-reflection, connecting topics with observation and/or research, developing classroom philosophy, policy, and planning.

Weekly Topics and Textbook Readings:

<p>Week One:</p> <p>Chapter One: The Child in Context of Family and Community/Introduction using Bioecological Model</p>
<p>Week Two:</p> <p>Chapter Two: Supporting Families around Issues of Attachment and Trust/Infants Chapter Three: Supporting Families with Autonomy-Seeking Youngsters/Toddlers</p>
<p>Week Three:</p> <p>Chapter Four: Sharing Views of Initiative with Families/Preschoolers Chapter Five: Working with Families of School-Age Children/Kindergarteners</p>
<p>Week Four:</p> <p>Chapter Six: Societal Influences on Children and Families Chapter Seven: Understanding Families’ Goals, Values, and Culture</p>
<p>Week Five:</p> <p>Chapter Eight: Working with Families on Guidance Issues Chapter Nine: Working with Families on Addressing Feelings and Problem Solving</p>
<p>Week Six:</p> <p>Chapter Ten: Working with Families to Support Self-Esteem Chapter Eleven: Working with Families around Gender Issues</p>
<p>Week Seven:</p> <p>Chapter Twelve: Stress and Success in Family Life</p>
<p>Week Eight:</p> <p>Chapter Thirteen: Early Care and Education Programs as Community Resources Chapter Fourteen: Supporting Families Through Community Resources and Networks</p>
<p>Week Nine:</p> <p>Chapter Fifteen: Social Policy Issues</p>

Class Newsletter (Ongoing—final copy will be posted Week Eight): Students will be responsible for creating and maintaining a classroom newsletter. Newsletter templates are available in WORD and PAGES on PCs and Mac computers. The newsletter will serve as a way to establish ongoing communication with their own students, families, and communities in real or future classrooms. Students who currently don’t work in a classroom environment will create a fictional classroom (or a classroom in which they can volunteer) as part of this assignment. They may need to interview teachers, parents, and/or administrators in the area they would like to work to find out more information about the school, families, and community in which the school resides. Each student’s newsletter will include four sections:

1. An Introduction page: due Week Two
2. Child Development/Parent Education section: due Week Three
3. Meeting Developmental Needs in the Classroom/Creating Bridge to Parents: due Week Seven
4. Community Resources/Family Support: Week Eight
5. Creativity and Organization throughout (font, layout, artwork, photos, features, etc.)

** Details of each of the above will be provided during the course.*

Research Project (Due Week Eight): Students will identify and research three community organizations that would provide a substantial benefit if utilized as part of the school/family/community partnership. Students are required to write an informational summary of the organizations and link their programs to their community's needs and to research found in the text and in at least three professional journal articles or web sites. This paper should be a minimum of 1200 words, written in APA style, and free of errors. Students will prepare information from this research to share in an online presentation to the class. A rubric for presentations will be provided the week before the assignment is due. The most important information from this research will be posted to the student's newsletter under Community Resources/Family Support.

Advocacy Presentation (Due Week Nine): Students will create a PowerPoint presentation to share their recommendations to create or improve on our national child care system to better support children and parents. This presentation will be of professional quality, suitable for sharing with colleagues and administrators. Insights gained from textbook readings and research will be clearly linked to the recommendations presented. The presentation will be carefully edited (free of writing errors) with a layout that is visually interesting and clear; at least ten slides long. The first slide will include your vision or mission statement.

Creating a Partnership Plan (Finals Week): From the research and readings students will create a family/school/community partnership plan. Students will need to cite at least five different credible sources (at least three professional journal articles or web sites and at least one interview with a teacher or resource provider) as a basis for their framework. The plan will consider the diverse nature of families and have multiple strategies for communication and participation. The plan must reflect the teacher's own role in the plan, describing specific actions and desired results. The plan will include sample letters home, examples of multiple ways of communicating with family members, examples of how family members can interact with their children around learning, and examples of utilizing community resources to benefit children and their families.

Grade Scale:

A: 96-100	A-: 90-95	B+: 87-89	B: 84-86	B-: 80-83		
C+: 77-79	C: 74-76	C-: 70-73	D+: 67-69	D: 64-66	D-: 60-63	F: <60

Disclaimer

This schedule may be amended from time to time depending on the pace of the class.

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <https://inside.sou.edu/ssi/index.html>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

<https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf>

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Emergency Notifications

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are **strongly** encouraged to visit InsideSOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialling 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at

<https://inside.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form: https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage at <https://inside.sou.edu/dr/index.html> for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.