

Metropolitan Community College

CLASS SYLLABUS – 2008-09 SPRING

CLASS IDENTIFICATION

TITLE: Family and Community Relations
PREFIX/SECTION: ECED 2070 4A
CREDIT HOURS: 4.5
CLASS BEGINS/ENDS: March 9, 2009 – May 20, 2009
MEETING DAY(S)/TIMES: Monday/Wednesday: 12:00pm – 1:55pm
NO CLASS DAYS: N/A
WITHDRAWAL DATE: May 5, 2009
CLASS LOCATION: FOC #10, Room 118
LAB LOCATION: N/A

CONTACT INFORMATION

INSTRUCTOR NAME: Mary Leidy
OFFICE LOCATION: Fort Omaha Campus, Bldg 5, Room 208
OFFICE TELEPHONE: (402) 457-2212
FACSIMILE: (402) 457-2611
OFFICE HOURS: Monday/Wednesday: 10:00a – 12:00p and 2:00p – 3:00p
EMAIL ADDRESS: mleidy@mccneb.edu
FACULTY WEB SITE: N/A
ACADEMIC AREA: Social Sciences
DEAN'S TELEPHONE: (402) 738-4545

COURSE INFORMATION

COURSE DESCRIPTION:

This course focuses on the development of skills, techniques and attitudes needed to form successful collaboration with diverse family systems and communities. Ten hours of community service learning required.

COURSE PREREQUISITES:

Completion of the first year courses as described in the catalog

COURSE OBJECTIVES:

The student will:

1. Identify the various types of families and describe how to best meet their needs.
2. Identify what makes a strong family and determine how early childhood educators can build upon the strengths of each family unit.
3. Determine the role of the early childhood educator as he/she assists families facing challenges in today's world.

4. Identify appropriate community resources for families and possible referrals.
5. Identify the value of service to the community.
6. Reflect on the connections between person experiences, practice and theory related to family and community relationship.
7. Develop an awareness and appreciation of the individual likenesses and differences among children, families and colleagues

REQUIRED & SUPPLEMENTAL MATERIALS:

Text: Berger, Eugenia. Parents as Partners in Education: Families and Schools Working Together Prentice Hall Seventh Edition

Materials for constructing child-parent materials (about \$10)

SOFTWARE/FILE SUBMISSION REQUIREMENTS:

Metropolitan Community College uses Microsoft products as part of its standard software and encourages students to do the same. You may save word-processed documents for file attachments in Microsoft Word .doc or .docx format. If your software does not allow either of these, then save files in Rich Text Format (.rtf).

CLASS STRUCTURE:

This course is divided into 7 units. Students will be given unit objectives for each unit. Course content will be presented in a variety of ways including: lecture, discussion, audio/visual presentations, and student presentations. Not every aspect of the text will be covered during class time. A class period will begin with attendance being taken followed by a brief review of the previous class meeting and clarification of assignments. This is generally followed a summary of the class events and then presentation of course content in some of the ways listed above. As much as possible the schedule provided at the end of this syllabus will be followed. Students will also be participating in 10 hours of service learning activities.

MAKE-UP TEST PROCEDURES:

Students are expected to take the exams when scheduled. If an exam is taken late, the exam will be docked by 10 points. Student will be required to take the late exam at the Testing Center. The exams will be placed in the Testing Center one day after the regular exam is taken. It is up to the student to arrange to take the exam one week within the original scheduled exam.

LATE ASSIGNMENTS:

Late assignment will be docked 10 points and must be completed one week after the due date of the project or no credit will be given.

MAINTENANCE OF STUDENT RECORDS:

All projects will be returned to the students. The students may review the exams in class and then the exams are returned to the instructor. The instructor keeps exams for one year and then they are destroyed.

***SERVICE LEARNING COMPONENT**

This course includes a service learning component. Participation in the service learning project is part of the course requirements. The project will enhance your helping skills while providing service to our community.

What is Service-Learning?

Service-learning offers a unique opportunity for America's students to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students not only learn about democracy and citizenship, they become actively contributing citizens and community members through the service they perform.

Service-learning can be applied across all subjects and grade levels; it can involve a single student or group of students, a classroom or an entire school. Students build character and become active participants as they work with others in their school and community to create service projects in areas like education, public safety, and the environment.

Why is Service-Learning Important?

A national study of Learn and Serve America programs suggests that effective service-learning programs improve grades, increase attendance in school, and develop students' personal and social responsibility. A growing body of research recognizes service-learning as an effective strategy to help students by:

- Promoting learning through active participation in service experiences;
- Providing structured time for students to reflect by thinking, discussing, and writing about their service experience;
- Providing an opportunity for students to use skills and knowledge in real-life situations;
- Extending learning beyond the classroom and into the community; and;
- Fostering a sense of caring for others.

Service-learning also strengthens both education and local communities by:

- Building effective collaborative partnerships between schools or colleges and other institutions and organizations.
- Engaging parents and other adults in supporting student learning.
- Meeting community needs through the service projects conducted.
- Providing engaging and productive opportunities for students to work with others in their community.

Service-Learning Project

Students in this class will receive an orientation to the Southern Sudan Community Organization. The students will identify challenges that newly arrived refugees and immigrants have when becoming established in the United States. The students will provide life skills mentoring to families, development materials that will further the education of the adults and children in families and reflect upon their experiences.

ASSESSMENT OF STUDENT WORK

TYPES OF ASSESSMENTS/ASSIGNMENTS:

Students will be assessed by the following means:

1. Exams comprised of essay, matching, multiple choice and true and false questions
2. Projects
3. Community Service
4. Attendance

GRADING POLICY:

Exam 1	100 pts
Exam 2	100 pts
Project 1 (cultural studies)	100 pts
Project 2	300 pts
Newsletter	100 points
Community resources - reflection	100 points
Parent meeting	100 points
Project 3	300 points
Service learning and reflection	200 points
Home-based activities	100 points
Attendance and Participation	100 pts

FINAL GRADE DETERMINATION

- A 900 – 1000
- B 800 – 899
- C 700 – 799
- D 600 - 699
- F 599 and below

ASSESSMENT OF STUDENT LEARNING PROGRAM:

Metropolitan Community College is committed to continuous improvement of teaching and learning. You may be asked to help us to accomplish this objective. For example, you may be asked to respond to surveys or questionnaires. In other cases, tests or assignments you are required to do for this course may be shared with faculty and used for assessment purposes.

USE OF STUDENT WORK:

By enrolling in classes offered by Metropolitan Community College, the student gives the College license to mark on, modify, and retain the work as may be required by the process of instruction, as described in the course syllabus. The institution shall not have the right to use the work in any other manner without the written consent of the student(s).

INSTRUCTOR'S EXPECTATIONS OF STUDENTS

ATTENDANCE/PARTICIPATION POLICY:

Attendance Policy Students are expected to attend each class session. Attendance/ participation comprises 10% of the course grade. Students are expected to notify the instructor if a class session is missed. The instructor may administratively withdraw students who fail to attend class and keep up with class exams and projects. It is the student's responsibility to notify the instructor if problems arise.

Class participation: Students are expected to be prepared for class so they can contribute to class discussions. Students are encouraged to ask relevant questions about the topics being discussed. Class participation will be taken into consideration in determining the final grade. Students are expected to participate in the service learning component of this class.

Portable Electronic Devices Usage are to be turned off during class. A break will be given and these devices may be used at that time.

Disruptive classroom behavior will not be tolerated. Students will either be asked to stop their disruptive actions or asked to leave the class. Disruptive includes excessive arguments with other students, talking while others are talking, use of inappropriate language, etc. **The use of cell phones during class is considered to be disruptive classroom behavior.**

Expected Classroom Behavior Students are expected to participate in class discussions and group experiences held during class time. Students are to show respect to other students and the instructor. Please bring textbook and notebook to every class and have assigned completed before class time.

COMMUNICATION EXPECTATIONS:

When you communicate with others in this course, you must follow the Student Code of Conduct (<http://www.mccneb.edu/catalog/studentinformation.asp>), which calls for responsible and cooperative behavior. Please think critically, ask questions, and challenge ideas, but also show respect for the opinions of others, respond to them politely, and maintain the confidentiality of thoughts expressed in the class. You may also wish to review information at <http://www.albion.com/netiquette/.html>.

ACADEMIC HONESTY STATEMENT:

Students are reminded that materials they use as sources for classwork may be subject to copyright protection. Additional information about copyright is provided on the library website at <http://www.mccneb.edu/library> or by your instructor. In response to incidents of student dishonesty (cheating, plagiarism, etc.), the College imposes specific actions that may include receiving a failing grade on a test, failure in the course, suspension from the College, or dismissal from the College. Disciplinary procedures are available in the Advising/Counseling Centers or at http://www.mccneb.edu/procedures/v-4_Student_Conduct_and_Discipline.pdf.

STUDENT WITHDRAWAL:

If you cannot participate in and complete this course, you should officially withdraw by calling Central Registration at 402-457-5231 or 1-800-228-9553. Failure to officially withdraw will result in either an instructor withdrawal (IW) or failing (F) grade. The last date to withdraw is noted in the CLASS IDENTIFICATION section of this syllabus.

LEARNING SUPPORT

MCC's Academic Resource Centers, Math Centers, and Writing Centers offer friendly, supportive learning environments that can help students achieve educational success. Staff members in these centers provide free drop-in assistance with basic computing, reading, math, and writing skills. Self-paced, computer-assisted instructional support in reading, vocabulary, typing, English as a Second Language, and online course orientation is also available.

Detailed information about the Academic Resource, Math, and Writing Centers is in the Student Handbook, College Catalog, and online at <http://www.mccneb.edu/arc/>.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

If you have a disability that may substantially limit your ability to participate in this class, please contact a Disability Support Services Counselor located in the Student Services Office on each campus. Metropolitan Community College will provide reasonable accommodations for persons with documented qualifying disabilities. However, it is the student's responsibility to request accommodations. For further information, please visit <http://www.mccneb.edu/dss/> and/or contact Student Services.

TECHNOLOGY SUPPORT

For assistance with student email, passwords, and most other MCC technology, contact the Help Desk at 457-2900 or mcchelpdesk@mccneb.edu.

TECHNOLOGY RESOURCES:

By using the information technology systems at MCC (including the computer systems and phones), you acknowledge and consent to the conditions of use as set forth in the Metropolitan Community College Procedures Memorandum on Acceptable Use of Information Technology and Resources. It is your responsibility as a student to be familiar with these procedures. The full text of the Procedures Memorandum may be found at the following website: http://www.mccneb.edu/procedures/X-15_Technology_Resources_Use.pdf.

SCHEDULE OF ASSIGNMENTS

NOTICE: This syllabus sets forth a tentative schedule of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to modify this schedule to enhance learning for students. Any modifications will not substantially change the intent or objectives of this course and will conform to the policies and guidelines of Metropolitan Community College.

IMPORTANT DATES www.mccneb.edu/sos/enrollman.asp.

ACADEMIC CALENDAR: <http://www.mccneb.edu/academics/calendar.asp>

ATTACHMENTS

- 1. SCHEDULE OF ASSIGNMENTS**
- 2. IMPORTANT DATES**

**EARLY CHILDHOOD EDUCATION PROGRAM
METROPOLITAN COMMUNITY COLLEGE
CONCEPTUAL FRAMEWORK: PHILOSOPHY STATEMENT**

The conceptual framework for the early childhood education program was re-evaluated and revised as a result of statewide efforts in Nebraska to create a more "user friendly" community college system. In 2001, the members of the Nebraska Early Childhood Education Community College Faculty Board decided to create a statewide/core set of classes that would be the same at all of the two-year institutions. The core set of classes was based on the NAEYC Associate Standards:

- 1. Promoting Child Development and Learning**
 - a. Students know and understand young children's characteristics and needs.*
 - b. Students know and understand the multiple influences on development and learning.*
 - c. Students use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.*

- 2. Building Family and Community Relationships**
 - a. Students know about and understand family and community characteristics.*
 - b. Students can support and empower families and communities through respectful, reciprocal relationships.*
 - c. Students involve families and communities in children's development and learning.*

- 3. Observing, Documenting and Assessing to Support Young Children and Families.**
 - a. Students understand the goals, benefits, and uses of assessment.*
 - b. Students know about and use observation documentation and other appropriate assessment tools and approaches.*
 - c. Students understand and practice responsible assessment.*
 - d. Students know about assessment partnerships with families and other professionals.*

- 4. Teaching and Learning**
 - a. Students know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.*
 - b. Students know, understand and use a wide array of effective approaches, strategies, and tools to positively influence children's development and learning.*
 - c. Students understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and they can identify resources to deepen their understanding.*
 - d. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for all young children.*

5. *Becoming a Professional*

- a. Students identify and involve themselves with the early childhood field.***
- b. Student know about and uphold ethical standards and other professional guidelines.***
- c. Students engage in continuous, collaborative learning to inform practice.***
- d. Students integrate knowledgeable, reflective, and critical perspectives on early education.***
- e. Students engage in informed advocacy for children and the profession.***

Ten core courses, along with prepracticum and practicum classes, were then created to cover the required content for the associate degree programs. Due to the need for training in rural areas of the state, these classes needed to be delivered online, so institutions within the state divided the responsibilities for creating the curriculum for alternative delivery.

Metropolitan Community College then revised its curriculum to meet the standards set by the statewide group, and the 2005-2006 course catalog reflected the major changes made within the program.

Due to the differences between the Associate of Arts, Associate of Science, and the Associate of Applied Science degrees within the state, additional classes can be found in the Metropolitan Community College Program's A.A.S. degree. All courses taught within the Associate of Applied Science program have been analyzed according to the aforementioned NAEYC standards, and deficiencies found in the curriculum, precipitated changes in the courses to meet the required standard guidelines. (This was first done with the statewide movement.)

Finally, it can be stated the philosophical base of the Program focuses on the following conceptual approaches: Albert Bandura, Urie Broffebrenner, Erik Erikson, Abraham Maslow, Jean Piaget, Lev Vygotsky, emergent/developmentally appropriate curriculum, and wholistic development. Classroom delivery of content uses a variety of techniques: lecture/discussion, concrete/hands-on learning, technology enhanced presentations, scenario analysis, cooperative learning, field trips, and guest speakers. Faculty make every attempt to address a variety of student learning styles to enhance student retention and acquisition of course material.

The Early Childhood Education Program at Metropolitan Community College further emphasizes the core values of the institution: valuing diversity, taking initiative, pursuing excellence, promoting teamwork, conducting business with integrity, remaining open to creativity and innovation, serving through leadership and leading through service, striving toward learning centeredness, being accountable, solving problems using solution seeking attitudes and system approaches, and striving to improve interpersonal and organizational communication. The twenty-seven (27) hours in general education, along with the Program courses, emphasize all of these values. It should be noted these additional values were determined in a master planning process with College faculty and leaders from businesses and community agencies within the four-country service area.

SCHEDULE OF ASSIGNMENTS

	Date	Content covered	Assignments
1.	March 9	Intro to class Unit 1: Chapter 1	
2.	March 11	Unit 1: Chapter 1 and chapter 12	
3.	March 16	Unit 1: Chapter 12	
4.	March 18	Unit 2: Chapter 3	Visit to South Sudan Community Association
5.	March 23	Unit 2: Chapter 3 & 4	
6.	March 25	Unit 2:	Cultural Paper Due Presentations
7.	March 30	Unit 3: Chapter 2	
8.	April 1	Unit 3: Continued	
9.	April 06	Unit 4: Chapter 5	
10.	April 08	Unit 4 Chapter 6	
11.	April 13	Unit 4 continued	Newsletter due Exam 1
12.	April 15	Unit 5 Chapter 7	
13.	April 20	Unit 5 continued	
14.	April 22	Parent Meetings	Parent Meetings
15.	April 27	Parent Meetings	Parent Meetings
16.	April 29	Unit 6: Chapter 8	
17.	May 04	Unit 6: Chapter 9	
18.	May 06	Unit 6 continued	
19.	May 11	Unit 7 Chapter 10	Community Resources report
20.	May 13	Unit 7: Chapter 11	Project 3 due
21.	May 18		Exam 2
22.	May 20	Final class – receive grades	

Student Services Important Dates
2009 SPRING
March 05, 2009 – May 21, 2009

Tuition Payment Deadline	February 9 (M)
Spring Quarter Begins	March 05 (TH)
First Day for Faculty to Initiate Instructor Withdrawal.....	First class session
Spring Recess (College Closed)	April 11 – 12 (Sa – Su)
Spring and Summer Term Graduation Application Deadline	April 01 (W)
In-service Day (no classes)	April 02 (TH)
Fall Priority Registration begins	May 02 (Sa)
<i>Annual Graduation Ceremony</i>	<i>May 9 (Sa)</i>
Fall General Registration begins	May 16 (Sa)
Winter Term "I" Grades Due	May 16 (Sa)
Last Day of Spring Classes	May 21 (TH)
Grades Due and Posted to WebAdvisor	May 23 (Sa) 5 p.m.
Memorial Day Recess (College Closed).....	May 23 – 25 (Sa – M)

The Last Day to Drop for grades is also the last day for the Instructor to initiate an Instructor Withdrawal (IW) and for students to change from Credit to Audit or Audit to Credit with instructor approval. Students must drop by this date to avoid being assigned a grade of "F". NOTE: "Last day to drop" refers to grades only.

To view the Last Day to Drop specific to your course section, go to the online class schedule at <http://www.mccneb.edu/schedule/classschedule.asp> and click on the Important Dates next to the course.

The Refund drop dates for each course section are automatically calculated based on the start and end dates and the number of sessions for the course. NOTE: Refer to refund policy below to determine the last day to receive a refund for your course.

REFUND POLICY

Eligibility for a refund is automatically calculated by the date of the withdrawal. The amount of refund is based on the number of class meetings held prior to the withdrawal compared to the total number of scheduled sessions for the course.

For refund or account questions call: (402) 457-2405 or 1-800-228-9553, extension 2405.