

“Preparing Professionals for Changing Educational Contexts”
Department of Educational and Clinical Studies
Special Education and Early Childhood Education
College of Education
University of Nevada, Las Vegas

- I. **Prefix & Number** ECE 457
- II. **Title** Working with Families in Early Childhood Education
- III. **Credit** 3
- IV. **Semester**
- V. **Instructor**
- VI. **Office Location**
Class Location
- VII. **Office Hours**
- VIII. **Telephone**
E-mail

- IX. **Prerequisite Course(s)**

Students must have completed ECE 250 – Orientation to Early Childhood or have the consent of the instructor.

X. Course Description

The purpose of this course is to provide theory, principles, and procedures for fostering collaborative partnerships with families of young children, with a focus on empowerment of families, and professionals. Course content focuses on historical and legal foundations, contemporary frameworks, effective communication methods, and consideration of a variety of contemporary issues affecting family–professional partnerships. In addition, examination of cultural and other types of diversity between families and professionals will be emphasized. These issues will be presented within a framework of school, community, and society perspectives.

XI. Course Objectives

	COE/INTASC Standards Addressed in this Course	<p><u>INTASC Standards:</u> Standard 1.0 Learner Development Standard 2.0 Learning Differences Standard 3.0 Learning Environments Standard 4.0 Content Knowledge Standard 5.0 Application of Content Standard 6.0 Assessment Standard 7.0 Planning for Instruction Standard 8.0 Instructional Strategies Standard 9.0 Professional Learning and Ethical Practices Standard 10.0 Leadership and Collaboration</p>
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<p>XI.</p>	<p>National Associate for the Education of Young Children (NAEYC) Standards</p>	<p>NAEYC Standards: Standard 1: Promoting Child Development and Learning Standard 2: Building Family and Community Relationships Standard 3: Observing, Documenting, and Assessing to Support Young Children Standard 4: Using Developmentally Effective Approaches Standard 5: Using Content Knowledge to Build Meaningful Curriculum Standard 6: Becoming a Professional Standard 7: Field Experiences</p>
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Upon completion of this course, students will be able to meet the following objectives:

<p>Objective 1: Students will understand the structures of parents and families from culturally and linguistically diverse backgrounds in modern society, their role in public education, early intervention, and community-based programs and will identify possible biases that impact parent and family engagement in their students' education.</p>	
<p>Standards: CEC Standard 2: Development and Characteristics of Learners CEC Standard 3: Individual Learning Differences</p>	
<p>INTASC Standards: INTASC Standard 1: Learner Development INTASC Standard 2: Learning Differences INTASC Standard 3: Learning Environments</p>	
<p>NAEYC Standards NAEYC 2: Building Family and Community Relationships</p>	
<p>Knowledge</p>	<p>Each participant will demonstrate knowledge of typical family structures, interaction patterns including cultural and linguistic diversity, socio-economic level, abuse neglect, and substance abuse. ICC2K3, ICC3K3, ICC2K4m NAEYC2.a <i>Measurement/Evaluation: Personal Philosophy of Family Education and Resource Brochure</i></p> <p>Each participant will demonstrate knowledge of the interrelationship between community, culture, and family and child development. InTASC2(k), InTASC3(q), InTASC3(l), InTASC8(m), ICC5K7, NAEYC2c <i>Measurement/Evaluation: Family Resource Brochure and Home School Communication Tools</i></p> <p>Each participant will demonstrate knowledge of parent-child interaction patterns and how patterns of care may be influenced by child and caregiver characteristics including the development of social behavior and affective adjustment. ICC2K4, NAEYC2.c <i>Measurement/Evaluation: Home School Communication Tools and In-Class Group Assignments</i></p> <p>Each participant will demonstrate knowledge of supporting and engaging families and communities through respectful, reciprocal relationships. ICC10K3, ICC10K4, NAEYC2.c <i>Measurement/Evaluation: Family Resource brochure and Home School Communication Tools</i></p>

<p>Objective 2: Students will describe the seven principles of partnerships in the promotion of equal partnerships between parents, families, and schools (public and community-based) and home-based programming in making decisions that affect young children, parents and families in informing, influencing and creating policies, practices and programs.</p> <p>Standards: CEC Standard 1: Foundations CEC Standard 6: Language CEC Standard 10: Collaboration</p>	
<p>INTASC Standards: INTASC Standard 6: Assessment INTASC Standard 10: Leadership and Collaboration</p>	
<p>NAEYC Standards: NAEYC Standard 2: Building Family and Community Relationships</p>	
Performance	<p>Each participant will demonstrate the ability to discuss and practice (in class) collaborative strategies for working with families and other professionals. InTASC1(c), InTASC10(e), ICC10K1, ICC10K2, ICC10K3, ICC10K4, ICC10S3, ECSE6S1, NAEYC2c</p> <p style="text-align: center;"><i>Measurement/Evaluation: Home School Communication Tools and In-class Group Assignment</i></p> <p>Each participant will generate appropriate curriculum and instruction practices based upon knowledge of individual children, the community, and curriculum goals. InTASC1(c), InTASC10(e), ICC10K1, ICC10K2, ICC10K3, ICC10K4, ICC10S3, ECSE6S1, NAEYC2c</p> <p style="text-align: center;"><i>Measurement/Evaluation: Home School Communication Tools and In-class Group Assignment</i></p>
Knowledge	<p>Each participant will demonstrate knowledge of federal and state legislation regarding child and family involvement in ECSE. InTASC9(j), ICC1K4, NAEYC1.b, NAEYC2.a, NAEYC2.c, NAEYC4.a</p> <p style="text-align: center;"><i>Measurement/Evaluation: Home School Communication Tools and In-Class Group Assignment</i></p>

<p>Objective 3: Students will describe a variety of theoretical and evidence-based methods for engaging parents and families as equal partners in decision making. Students will develop a culturally-responsive parent and family engagement activity to engage parents in support of developmental, academic and social-emotional achievement of culturally and linguistically diverse students; the focus of this plan will be to support enablement, empowerment and advocacy.</p> <p>Standards: CEC Standard 1: Foundations CEC Standard 2: Development and Characteristics of Learners CEC Standard 3: Individual Learning Differences</p>	
<p>INTASC Standards: INTASC Standard 2: Learning Differences INTASC Standard 3: Learning Environments</p>	
<p>NAEYC Standards: NAEYC Standard 2: Building Family and Community Relationships NAEYC Standard 4: Using Developmentally Effective Approaches</p>	
Knowledge	<p>Each participant will demonstrate knowledge of typical family structures, interaction patterns including cultural and linguistic diversity, socio-economic level, abuse neglect, and substance abuse. ICC2K3, ICC3K3, ICC2K4, NAEYC2.a, NAEYC.c, NAEYC4.a</p> <p style="text-align: center;"><i>Measurement/Evaluation: Home School Communication Tools</i></p>

	<p>Each participant will demonstrate knowledge of theories, models, and ethical considerations for understanding family systems. ICC1K7, NAEYC4.a</p> <p style="text-align: center;"><i>Measurement/Evaluation: Home School Communication Tools and Family Education/Resource Brochure</i></p>
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Objective 4: Students will describe the role of parents and families in the learning opportunities, and education of students with disabilities, specifically as it relates to the development of the Individualized Family Service Plan and the Individualized Education Program, and will discuss differing techniques for providing parents and families with the skills and techniques needed to be advocates for their children to ensure they are treated fairly and have access to needed supports and learning opportunities.

Standards:
 CEC Standard 9: Professional and Ethical Practice
 CEC Standard 10: Collaboration

INTASC Standards:
 INTASC Standard 2: Learning Differences
 INTASC Standard 4: Content Knowledge
 INTASC Standard 7: Planning for Instruction
 INTASC Standard 10: Leadership and Collaboration

NAEYC Standards:
 NAEYC Standard 2: Building Family and Community Relationships
 NAEYC Standard 3: Observing Documenting and Assessing to Support Young Children
 NAEYC Standard 4: Using Developmentally Effective Approaches
 NAEYC Standard 6: Becoming a Professional

Knowledge	<p>Each participant will demonstrate knowledge of collaborative IFSP/IEP development and evaluation. InTASC4(m), InTASC7(o), ICC10K1, ICC10K2, NAEYC3.a, NAEYC4.a</p> <p style="text-align: center;"><i>Measurement/Evaluation: Home School Communication Tools and Family Education/Resource Brochure</i></p>
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Performance (skills)	<p>Through written tests and by performance in class, students will demonstrate an awareness of and commitment to the highest standards of professionalism and ethical practices when working with families. InTASC10(i), ICC9S2, NAEYC6.a</p> <p style="text-align: center;"><i>Measurement/Evaluation: Home School Communication Tools, In-class Group Assignment</i></p> <p>Each candidate will demonstrate family focused techniques for enabling and empowering families in the IEP and/or IFSP process. Included are the appropriate selection and use of assessment techniques and the implementation of collaborative strategies to move from dependency to independence and family determination of desirable student outcomes. InTASC2(f), ICC4S2, ICC5S8, ICC5S9, ICC10S4, NAEYC3.a, NAEYC4.a</p> <p style="text-align: center;"><i>Measurement/Evaluation: Home School Communication Tools, In-class Group Assignment</i></p>
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Objective 5: Students will describe two-way meaningful communication processes and conflict resolution processes that can be used to maintain relationships with parents and families in the face of conflict, and will design methods for ensuring that conflict is dealt with appropriately while still maintaining the partnership and relationship with parents and families in the public school and community-based classrooms and home-based environments.

Standards:
 CEC Standard 3: Individual Learning Differences
 CEC Standard 5: Learning Environments and Social Interactions
 CEC Standard 10: Collaboration

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NTASC Standards: INTASC Standard 1: Learner Development INTASC Standard 2: Learning Differences INTASC Standard 3: Learning Environments INTASC Standard 4: Content Knowledge INTASC Standard 7: Planning for Instruction INTASC Standard 9: Professional Learning and Ethical Practice INTASC Standard 10: Leadership and Collaboration	
NAEYC Standards: NAEYC 2: Building Family and Community Relationships NAEYC 4: Using Developmentally Effective Approaches NAEYC 6: Becoming a Professional	
Performance (skills)	1. Each participant will demonstrate knowledge of (and practice, in class) methods for culturally sensitive and effective communication with families to identify concerns and priorities and for procuring appropriate services as they transition from Part C to Part B services. InTASC3(h), InTASC9(d), InTASC10(g), ICC3K3, ICC5K7, ICC10K1, ICC10K3, ICC10K4, ECSE10S8, NAEYC.2. a, NAEYC4.a, <i>Measurement/Evaluation: Home School Communication Tools and Family Education Resource Brochure</i>
Dispositions	1. Each participant will demonstrate knowledge of methods and an awareness of the importance of building collaborative positive and respectful relationships between families and professionals. InTASC1(k), InTASC2(m), InTASC3(n), InTASC3(q), InTASC3(r), InTASC4(p), InTASC7(o), InTASC8(q), InTASC9(m), InTASC10(q), InTASC10(r), ICC10K1, ICC10K3, ICC10K4, NAEYC4.a, NAEYC6.a <i>Measurement/Evaluation: Home School Communication Tools and Family Education Resource Brochure</i>

XI. Course Guidelines

Building Family and Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning)

Texts, readings, and instructional resources

- **Required Texts:**

Gonzalez-Mena, J. (2013). *Child, family, and community: Family-centered early care and education*. Upper Saddle River, NJ: Pearson Education, Inc.

- **Highly Recommended Text**

Gonzalez-Mena, J. (2010). *50 Strategies for communicating and working with*

diverse families. Upper Saddle River, NJ: Pearson Education, Inc.

▪ **Recommended Texts & Articles:**

Amatea, E. (2009). *Building culturally responsive family-school relationships*. Upper Saddle River, NJ: Pearson Education, Inc.

Barbour, C., Barbour, N. H., & Scully, P. A. (2011). *Families, schools, and communities: Building partnerships for educating children*. Upper Saddle River, NJ: Pearson Education, Inc.

Beger, E. H. (2008). *Parents as partners in education: Families and schools working together*. Upper Saddle River, NJ: Pearson Education, Inc.

Daniel J., & Friedman, S. (2005). Preparing teachers to work with culturally and linguistically diverse children. *Beyond the Journal*, 3, 1-7

Dunst, C., Trivette, C., & Deal, A. (1988). *Enabling and empowering families: Principles and guidelines for practice*. Cambridge, MA: Brookline Books.

Ensher, G.L., Clark, D.A., & Songer, N.S. (2009). *Families, infants, and young children at risk: Pathways to best practice*. Baltimore, MD: Paul H. Brookes Publishing Co.

Hanson, M. J., & Lynch, E. W. (2004). *Understanding families: Approaches to diversity, disability, and risk*. Baltimore, MD: Paul H. Brookes, Publishing Co.

Lilly, E., & Green, C. (2009). *Developing partnerships with families through children's literature*. Upper Saddle River, NJ: Pearson Education, Inc.

Lynch, E. W., & Hanson, M. J. (2004). *Developing cross-cultural competence: A guide for working with children and their families* (3rd Ed.), Baltimore, MD: Paul H. Brookes Publishing Co.

Maschinot, B. (2008). *The changing face of the United States: The influence of culture on early child development*. Washington, DC: Zero to Three.
http://main.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921

Olsen, G., & Fuller, M. L. (2008). *Home-school relations: Working successfully with parents and families*. Upper Saddle River, NJ: Pearson Education, Inc.

Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L. (2006). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (5th Ed.). Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

Xu, Y., & Filler, J. (2008). Facilitating family involvement and support for inclusive education. *The School Community Journal*, 18(2), 53-71.

▪ **Internet Resources:**

Benefits of Bilingualism in Young Children

http://www.class.uh.edu/psyc/cogdev/docs?Zero_Yoshida.pdf

Challenging Common Myths about Young English Language Learners

http://www.fcd-us.org/resources/resources_show.htm?doc_id=669789

UNLV Library

<http://www.library.unlv.edu>

Position Statements: please print or download to your laptop and bring to each class

DEC 2009 Code of Ethics

[http://www.dec-sped.org/About DEC/PositionStatements and Concept Papers/Ethics](http://www.dec-sped.org/About_DEC/PositionStatements_and_Concept_Papers/Ethics)

DEC & NAEYC 2009 Joint Position Statement on Inclusion

[http://www.decsped.org/About DEC/PositionStatements and Concept Papers/Inclusion](http://www.decsped.org/About_DEC/PositionStatements_and_Concept_Papers/Inclusion)

DEC 2002 Position Statement on Family Culture, Values & Languages

<http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF>

NAEYC 2005 Position Statements on Code of Ethical Conduct

http://www.naeyc.org/positionstatements/ethical_conduct

NAEYC 2009 Position Statement on Developmentally Appropriate Practices

<http://www.naeyc.org/positionstatements/dap>

NAEYC 1995 Position Statement on Linguistic and Cultural Diversity

<http://www.naeyc.org/positionstatements/vigilance>

Respuesta a la Diversidad Lingüística y Cultural

<http://www.naeyc.org/about/positions/pdf/PSDISP98.PDF>

XIII. Assignments, evaluation procedures, and grading policy

Course Requirements:

Family Interview (50 Points ~ Due Week 4).

Students are required to conduct interviews with a minimum of two families to gain knowledge and a better understanding of their needs in relation to their family and community characteristics, parenting education, home-school communication systems, community resource/advocacy needs and how to better collaborate and empower families (interview questions to be developed in class). Interview questions will be developed in class. **Note:** your audience: families who are culturally, linguistically and/or ability diverse (one family must be a parent of a child with a disability) (birth to second grade).

Personal Philosophy of Parenting Education (50 Points ~ Due Week 8)

Students are asked to develop their personal philosophy statement on parenting education.

Family/Community Resource Brochure for Families (90 Points ~ Due Week 17)

Students must generate a family friendly tri-fold brochure to be used to create a class wide Family/Community Resource Guide. The **Family/Community Resource Brochure information should include but is not limited to the following:** contact information, telephone numbers, physical addresses, e-mails, websites, community family events, funding, organizational resources including tips for families, books (for parents/guardians & picture books for young children), articles, and suggested videos/DVDs. Brochures must be submitted to the instructor **hardcopy and electronically**. You will also make your Brochure available to your peers electronically via WebCampus mail. Brochures may be displayed/used by instructor in COE courses or at local, state, or national conferences (with student approval) (**Note: Critical Course Learning Assignment: See attached rubric**).

Home-School Communication Tools (60 Points ~ Due Week 13).

Students will develop two home-school communication tools to use with families. Students should consider how both the family and school community can engage in informed, continuous communication as active participants in the child(s) learning and development through collaborative practices.

Group Assignment (30 Points ~ Due Week 6 & 12).

Students (in groups of 3) will develop and present a family training on children's development and learning. Training packets must be submitted to the instructor **hardcopy and electronically**. You will also make your training packets available to your peers electronically via WebCampus mail. Packets may be displayed/used by instructor in COE courses or at local, state, or national conferences (with student approval)

Reflective Journal Discussions (120 Points~Due)

Discussions ~ Posting ---

Initial Response: Due Thursdays 11:59

Response Posting; Due Sunday 11:59

For each chapter of the text, students will reflect and discuss the reflective discussion question for the week. Each discussion must be at least 200 words in length. Post your discussion for you classmates to view via the discussion tab. Discussions must be posted in order to be graded. (3 points for posting your discussion per week and 2 point for your response to another student’s posting per discussion), (15 discussion yielding 90 points). **This assignment must be completed in your assigned group via the discussion icon/link. You will be assigned to a discussion group. Discussion participation must be completed the due date/times noted.**

Grading Policy:

Class assignments are due on the dates specified in the course syllabus unless prior arrangements have been made with the instructor. If the assignment is late and no arrangements have been made, five points will be deducted for each day an assignment is late. All assignments must be typed – APA style (6th Ed.).

If a student wishes reconsideration of the scoring of an assignment, the student must submit a written request to the instructor that identifies – 1) the assignment to be reconsidered, and 2) the rationale.

Grading Policy

A	380 – 400	C	292 – 307
A-	360 – 379	C	280 – 291
B+	348 – 359	D+	268 – 279
B	332 – 347	D	252 – 267
B-	320 – 331	D-	240 -- 251
C+	308 – 330		

XIV. Weekly Schedule

Week	Date	Topic(s)	Readings	Assignments & Due Dates
1		Introductions, Course Overview & Assignments Module 1 The Child in Context of Family and Community	Gonzalez-Mena, Chapter 1 PPT 1	Personal Reflections
2		Module 2 Supporting Families Around the Issues of Attachment and Trust	Gonzalez-Mena Chapter 2 PPT 2	Personal Reflections
3		Module 3 Supporting Families with Autonomy-Seeking Youngsters	Gonzalez-Mena, Chapter 3 PPT 3	Personal Reflections
4		Module 4 Sharing Views of initiative with Families	Gonzalez-Mena, Chapter 4 PPT 4	Personal Reflections <i><u>Family Interviews Due</u></i>
5		Module 5 Working with Families of School-Age Children	Gonzalez-Mena, Chapter 5 PPT 5	Personal Reflections
6		Module 6 Societal Influences on Children and Families Collaboration Activity	Gonzalez-Mena, Chapter PPT 6	Personal Reflections <i><u>Family Packet Due Outline</u></i>
7		Module 7 Understanding Families' Goals, Values and Culture	Gonzalez-Mena, Chapter 7 PPT 7	Personal Reflections

8		Module 8 Working with Families on Guidance Issues	Gonzalez- Mena, Chapter 8 PPT 8	Mid-semester Personal Reflections <u>Personal Philosophy of Parenting</u> <u>Education Due</u>
9		Spring Break		
10		Module 9 Working with Families on Addressing Feelings and Problem Solving	Gonzalez- Mena, Chapter 9 PPT 9	Personal Reflections -
11		Module 10 Working with Families to Support Self Esteem	Gonzalez- Mena, Chapter PPT 10	Personal Reflections -
12		Module 11 Working with Families around Gender Issues Collaboration Activity	Gonzalez- Mena, Chapter 11 PPT 11	Personal Reflections <u>Family Packet</u> <u>Due</u>
13		Module 12 Stress and Success in Family Life	Gonzalez- Mena, Chapter 12 PPT 12	Personal Reflections <u>Home-School Communication Tools</u> <u>Due</u>
14		Module 13 Early Care and Education Programs as Community Resources	Gonzalez- Mena, Chapters 13	Personal Reflections
15		Module 14 Supporting Families Through Community Resources and Networks	Gonzalez- Mena, Chapter 14 PPT 14	Personal Reflections

16		Module 15 Social Policy Issues	Gonzalez- Mena, Chapter 15 PPT 15	Personal Reflections
17		Final Examinations Week		<u>Family/Community Resource</u> <u>Brochure for Families Due</u>

XV. Provost's Statements

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency

method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail

prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

Critical Course Learning Assignment

Assignments completed for this course may be used as evidence of student learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.

**Rubric for ECE 457 Family/Community Resource Brochure for Families (40 Points):
(CRITICAL COURSE LEARNING ASSIGNMENT)**

Proficiency	Format & Organization	Completeness of Information
<p>Exceeds Expectations</p> <p>36-40%</p>	<ul style="list-style-type: none"> - Consistent organization - Consistent use of APA 6th Edition - Only 1 or 2 spelling and grammar errors - Provides sufficient information - References provided 	<ul style="list-style-type: none"> - Introductory and summary information is present and complete - Tri-fold brochure - Presents comprehensive perspective: contact information (telephone numbers, physical addresses, e-mails, websites), community family events, funding, organizational resources including tips for families, books (for parents/guardians & suggested picture books about families for children), articles, and suggested videos/DVDs).
<p>Meets Expectations</p> <p>32-35%</p>	<ul style="list-style-type: none"> - Occasional lapses of clarity in organization - Minimal APA 6th Edition errors - Minimal spelling or grammar errors - Provides sufficient information - References provided 	<ul style="list-style-type: none"> - Introductory and summary information missing or incomplete - Tri-fold brochure - Presents comprehensive perspective: contact information (telephone numbers, physical addresses, e-mails, websites), community family events, funding, organizational resources including tips for families, books (for parents/guardians & suggested picture books about families for children), articles, and suggested videos/DVDs).
<p>Below Expectations</p> <p>< 32%</p>	<ul style="list-style-type: none"> - No logical sequence or order - Minimal use of APA style - Many spelling errors - Insufficient information provided - No references or incorrect references 	<ul style="list-style-type: none"> - Introductory or summary information missing - Lacks tri-fold brochure format - Does not present comprehensive perspective: contact information (telephone numbers, physical addresses, e-mails, and websites), community family events, funding, organizational resources including tips for families, books (for parents/guardians & suggested picture books about families for children), articles, and suggested videos/DVDs).

REFLECTIVE QUESTIONS

- Think of a “best friend” in early childhood. How was their microsystem different from yours? Their macrosystem? (1)
- What are your experiences with attachment, separation, and childcare? (2)
- Which is your priority— independence or interdependence? Why? How much does your answer relate to your culture? (3)
- Can you remember an early play experience in which you were challenged? Did you gain some benefits from that experience? (4)
- From your personal experience, how can cultural differences affect the development of values and morals in young children? (5)
- What was an important socializing agent in your life and why? (6)
- If someone walked into your home and looked around, what would they know about you just based on what they saw inside your home? Would they discover something about your culture? (7)
- What are your thoughts, feelings, ideas, and experiences with using punishment to teach? (8)
- Which of the three parenting approaches described in the chapter come closest to the way you were raised? How would you raise a child of your own? (9)
- The dimensions of self-esteem have been defined as significance, competence, power, and virtue. Which of these dimensions are most important to you personally? To your family? (10)
- How were you socialized? Do you remember how you came to understand what it means to be a male and what it means to be a female? Were you happy with what you learned? Are you now? Would you raise your children the way you were raised? (11)
- How many of the seven factors of successful families did your family have while you were growing up? (12)
- How do you react when someone pressures you to conform, makes demands, and quotes rules? How do children react, in your experience? (13)
- Imagine you had to find a community resource for yourself. How would you start looking? (14)
- How do you feel about the society taking responsibility for the nation’s children? (Explain) (15)