# Clackamas Community College

## Online Course/Outline Submission System

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**Section #1 General Course Information**

**Department:** Education, Human Services & Criminal Justice

**Submitter**

First Name: Dawn
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**Course Prefix and Number:** ED - 246

**# Credits:** 4

**Contact hours**

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours:  44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

**Course Title:** School, Family & Community Relations

**Course Description:**

Focuses on the knowledge and skills to work effectively with families and community professionals in early childhood education (6 weeks of age through 3rd grade). Emphasis is on building and maintaining positive relationships to foster cooperation and mutual respect between early childhood professionals and the families of the children with whom they are working.

**Type of Course:** Lower Division Collegiate

**Is this class challengeable?**

**No**

**Can this course be repeated for credit in a degree?**

**No**

**Is general education certification being sought at this time?**

**No**

**Does this course map to any general education outcome(s)?**

**Yes**

## Check which General Education requirement:

✓ **Writing**
✓ **Oral Communication**


✓ **Social Science**


**Is this course part of an AAS or related certificate of completion?**

**Yes**

## Name of degree(s) and/or certificate(s):Early Childhood Education & Family Studies AAS

**Are there prerequisites to this course?**

**Yes**

## Pre-reqs:WR-121, ECE-150

## Have you consulted with the appropriate chair if the pre-req is in another program?

**No**

**Are there corequisites to this course?**

**No**

**Are there any requirements or recommendations for students taken this course?**

**No**

**Are there similar courses existing in other programs or disciplines at CCC?**

**No**

**Will this class use library resources?**

**Yes**

## Have you talked with a librarian regarding that impact?
## Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

**Is there any other potential impact on another department?**

**No**

**Does this course belong on the Related Instruction list?**

## No

**GRADING METHOD:**

A-F or Pass/No Pass

## Audit:Yes

**When do you plan to offer this course?**

## ✓ Spring

**Is this course equivalent to another?**

If yes, they must have the same description and outcomes.

## No

**Will this course appear in the college catalog?**

## Yes

**Will this course appear in the schedule?**

## Yes

**Student Learning Outcomes:**

Upon successful completion of this course, students should be able to:

1. explain how applying family systems theory to ECE practice can help explain why members of a family behave the way they do in given situations,
2. describe the historical and philosophical perspectives that have influenced school, family and community relations;
3. identify the diversity of family demographics, including family composition, socio-ecomnomic status, ethnic and cultural factors, and religious orientation;
4. assist families in mapping family resources and support by developing a "family map,"
5. communicate effectively with families to share knowledge of their children and support their growth and development,
6. facilitate home visits, family conferences and other formal ways of communicating with families;
7. identify and analyze the levels of involvement that exist in school, family and community partnerships;
8. implement strategies to encourage family involvement in the classroom,
9. participate in a team approach to support and work with families of children with disabilities.

# AAOT/ASOT GENERAL EDUCATION OUTCOMES

## COURSE OUTLINE MAPPING CHART

**Mark outcomes addressed by the course:**

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

*As a result of completing the AAOT/ASOT general education requirements, students will be able to:*

**WR: Writing Outcomes**

**P**      1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

**P**      2. Locate, evaluate, and ethically utilize information to communicate effectively.

**P**      3. Demonstrate appropriate reasoning in response to complex issues.

**SP: Speech/Oral Communication Outcomes**

**P**      1. Engage in ethical communication processes that accomplish goals.

**P**      2. Respond to the needs of diverse audiences and contexts.

**P**      3. Build and manage relationships.

**MA: Mathematics Outcomes:**

     1. Use appropriate mathematics to solve problems.

     2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

**AL: Arts and Letters Outcomes**

     1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

     2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

**SS: Social Science Outcomes**

**P**      1. Apply analytical skills to social phenomena in order to understand human behavior.

**P**      2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

**SC: Science or Computer Science Outcomes**

     1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

     2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

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**Outcomes Assessment Strategies:**

✓ **Projects**
✓ **Writing Assignments**

✓ **Presentations**

:

**Major Topic Outline:**

1. Influences on children's lives.
2. Viewing family diversity.
3. Family systems theory.
4. Family Mapping.
5. Roles and experiences of parents.
6. Families of children with disabilities.
7. Protecting children/fostering learning.
8. Epstein's levels of family, school and community partnerships.
9. Curriculum of the home.
10. Curriculum of the community.
11. Collaborative relationships.
12. Building school partnerships.

**Does the content of this class relate to job skills in any of the following areas:**

| | |
|---|---|
| 1. Increased energy efficiency | **No** |
| 2. Produce renewable energy | **No** |
| 3. Prevent environmental degradation | **No** |
| 4. Clean up natural environment | **No** |
| 5. Supports green services | **No** |

Percent of course:0%

### Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

**Which OUS schools will the course transfer to? (Check all that apply)**

**Identify comparable course(s) at OUS school(s)**

**How does it transfer? (Check all that apply)**

:

**Provide evidence of transferability: (minimum one, more preferred)**

**First term to be offered:**

## Next available term after approval
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