

Course Competencies Template - Form 112

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EEC2409	Course Title: Family Interaction and Cultural Continuity		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input checked="" type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 2008-1	Effective Year/Term: 2009-1		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): The student will incorporate practices reflecting the values and beliefs of families and the cultures of their communities in establishing positive and productive relationships within an educational setting. Emphasis is given to trusting, supportive relationships, and to sustaining a successful partnership with families.			
Prerequisite(s):	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Upon completion of the course, the student will:

Competency 1: Identify family support as key element in forming relationships with families by:

- a. Defining the concept of "family."
- b. Comparing and contrasting traditional and contemporary families.
- c. Reviewing the importance of family in the lives of children.
- d. Discussing families as the child's first teachers.
- e. Examining principles of support that all families need such as partnership, shared power, family strengths, cultural competence, family driven, social support, hope and joy.
- f. Identifying early care and education as a vehicle for family support.
- g. Examining how principles of family support enrich family interaction and cultural continuity.

Competency 2: Summarize family-centered practice by:

- a. Defining family-centered practice.
- b. Discussing how family support principles guide family-centered practice.
- c. Comparing and contrasting child-centered and family-centered practice.
- d. Discussing strategies to balance interests of the program, staff, families and children.
- e. Analyzing program policies to determine if the focus is on the family, the system, or the child.

Competency 3: Identify strategies that build respectful relationships and partnerships with families by:

- a. Identifying best practices in creating a welcoming environment.
- b. Discussing elements of respect that builds trust.

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- c. Discussing strength-based approaches to relationship building.
- d. Assessing habits that hinder or help communication by utilizing NAEYC Ethical Code of Conduct.
- e. Analyzing problem-solving strategies for resolving conflicts such as differences between home and program practices.

Competency 4: Develop strategies for family involvement by:

- a. Defining and expanding the understanding of family involvement.
- b. Identifying strategies and skills for increasing family engagement through family-driven activities and a family-centered curriculum.
- c. Assessing biases and identifying barriers toward male involvement in early care and education programs.
- d. Identifying strategies for involving men in early care and education programs.
- e. Planning culturally sensitive activities for family involvement that are respectful of family differences.
- f. Developing plans for classroom celebrations that are inclusive of all cultures and facilitate family participation.

Competency 5: Summarize strategies to promote strong families by:

- a. Identifying social support as an essential component to building strong families and healthy communities.
- b. Discussing child care as a key component of family's support network.
- c. Identifying best practices in building community linkages to support children and families.
- d. Exploring issues of power and support with families in order to strengthen them as advocates for their children and themselves.
- e. Defining and discussing help-giving and help-seeking skills that contribute to an environment that empowers the individual, the family, and that community.

Competency 6: Develop strategies to affirm diversity by:

- a. Defining and expanding the understanding of culture.
- b. Completing a self-analysis of attitudes, beliefs, and biases.
- c. Identifying strategies and skills to support cultural awareness, cultural continuity, and empowerment of families.
- d. Discussing how prejudice, racism, and other biases affect early childhood programs, families, and communities.
- e. Identifying principles and strategies for building culturally responsive practice and equitable communities.

Competency 7: Summarize strategies for making effective change by:

- a. Exploring how families and staff can partner to help the individual, groups, and communities effect change.
- b. Deepening understanding about advocacy and organizing as vehicles for change.
- c. Reflecting on personal leadership styles and team-building efforts necessary to effect change.
- d. Researching current trends in family involvement that effect change.

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