



**Department:** Child Development  
**Course Title:** Family, School, and Community  
**Section Name:** Dual Credit with Ector County ISD  
**Semester:** Spring 2013  
**Time:** Monday-Friday  
**Classroom:** CTE @ NTO C-35

**Instructor:** Cheryl A. Cunningham  
**Email:** cheryl.cunningham@ectorcountyisd.org  
**Office:** CTE @ NTO C-35  
**Phone:** 432-456-4949 or 432-528-9418  
**Office Hours:** Monday-Thursday 4:00-5:00

### **Course Description:**

TECA 1303 Family, School, & Community  
(13.0101 52 09) (2-3) 3 hours

A study of the relationship between the child, family, community, and educators, including a study of parent education and involvement, family and community lifestyles, child abuse, and current family life issues. Effective listening and spoken techniques in parent/teacher conferences are developed along with communicating skills. Child care situations and resources are explained and written report examples are developed. The intellectual and emotional growth of children and parents will be taught as well as learning how to develop strategies for managing stressful situations.

Lab fee required.

(ICOs 1, 2, 4, 5, 6

Prerequisite: None.

### **Required Texts:**

Gestwicki, Carol. *Home, School, & Community Relations*, 8<sup>th</sup> Edition.

### **Description of Institutional Core Objectives (ICO's)**

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### **Odessa College's Institutional Core Objectives (ICOs):**

Resources:

Interpersonal Skills

Information

Systems

Thinking Skills

Basic Skills

Personal Qualities

Code:

1. *2+2Tech Prep*  
*Early Childhood Professions*  
*Postsecondary Curriculum Guide*
2. Texas Head Start-State Collaboration Project - Texas Early Care and Education Core Knowledge & Skills
3. The ICO Work Place Competence Skills
4. *Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels* of the National Association for the Education of Young Children
5. Teacher Preparation Requirements of the Association for Childhood Education International
6. *The Examination for the Certification of Educators in Texas Test Competencies, Field 714: Early Childhood Education*
7. *Entry Level Core Competencies (Draft)* of the Child and Youth Care Workers Certification Institute
8. *Texas Essential Knowledge and Skills* for Home Economics Education
9. *Learner--Centered Schools for Texas--A Vision of Texas Educators*
10. Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition, 1997), National Association for the Education of Young Children

### **Learning Outcomes for Odessa College Child Development**

1. Examine literature on parenting styles and effective parenting techniques.
  - a. Define different parenting styles.
  - b. Describe family structures and interaction patterns and how they influence growth and development of children.
  - c. Explain developmental stages of parenting and the effect on growth and development of children and parents.
  - d. Describe changes in parenting and family life during the 20th century.
  - e. Describe the role of families in teaching and supporting learning.
  - f. Identify characteristics of functional and dysfunctional families.
2. Discuss issues relating to families and communities.
  - a. Analyze current issues as they relate to families and parenting.
  - b. Explain the importance of being sensitive to differences in family structures as well as social and cultural backgrounds as they relate to child rearing practices.
  - c. Describe needs and challenges of families caring for children with special needs.
  - d. Evaluate effects the community has on a child and his/her family.
  - e. Identify community resources available to support children's development, learning, well-being and special needs.
  - f. Explain the importance of maintaining codes of ethical conduct when working with families and community professionals.
  - g. Discuss legislation and public policies affecting children and families, including children with special needs.
  - h. Advocate on behalf of early childhood issues relating to families and communities.
3. Discuss literature relating to diverse cultures and lifestyles.
  - a. Recognize human variability.
  - b. Review professional literature on anti-biased approaches in the classroom.
  - c. Explain how a child's home language other than standard English affects their English language development.
  - d. Describe ways to enhance all children's awareness and appreciation of languages and cultures.

- e. Develop activities to enhance understanding of diverse cultures and lifestyles.
- 4. Summarize ways to communicate and interact with parents and families.
  - a. Describe how to establish and maintain strong, positive, collaborative relationships with families in early childhood school age programs.
  - b. Explain how teachers can work effectively with parents or primary caregivers to address children's needs and promote their development.
  - c. Explain the importance of respecting parent's choices and goals for their children.
  - d. Describe how to involve parents in planning for their individual children.
  - e. Describe policies which promote A family-friendly practices.
  - f. Communicate with families.
  - g. Demonstrate an ability to work effectively as a member of a professional team.
- 5. Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children.
  - a. Examine statistics on abuse and neglect.
  - b. List types of abuse and neglect and behaviors which might be indicators of such abuse/neglect.
  - c. Explain state statutes regarding responsibilities in reporting suspected abuse and neglect.
  - d. List steps in reporting suspected abuse and neglect.
  - e. Identify strategies that deter abusive behaviors.
  - f. Describe caregiver's role in helping abused and neglected children.

Outcome	ICO
Discuss issues relating to families and communities. a. Analyze current issues as they relate to families and parenting. b. Explain the importance of being sensitive to differences in family structures as well as social and cultural backgrounds as they relate to child rearing practices. c. Describe needs and challenges of families caring for children with special needs. d. Evaluate effects the community has on a child and his/her family. e. Identify community resources available to support children's development, learning, well-being and special needs. f. Explain the importance of maintaining codes of ethical conduct when working with families and community professionals. g. Discuss legislation and public policies affecting children and families, including children with special needs. h. Advocate on behalf of early childhood issues relating to families	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

<p>Summarize ways to communicate and interact with parents and families.</p> <p>a. Describe how to establish and maintain strong, positive, collaborative relationships with families in early childhood school age programs.</p> <p>b. Explain how teachers can work effectively with parents or primary <b>caregivers to address children's</b> needs and promote their development.</p> <p>c. Explain the importance of <b>respecting parent's</b> choices and goals for their children.</p> <p>d. Describe how to involve parents in planning for their individual children.</p> <p>e. Describe policies which promote A family-friendly practices.</p> <p>f. Communicate with families.</p> <p>g. Demonstrate an ability to work effectively as a member of a professional team.</p>	<p><i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication</p>
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<p>Discuss literature relating to diverse cultures and lifestyles.</p> <p>a. Recognize human variability.</p> <p>b. Review professional literature on anti-biased approaches in the classroom.</p> <p>c. Explain how a child's home language other than standard English affects their English language development.</p> <p>d. Describe ways to enhance all</p>	<p><i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making</p>

children's awareness and appreciation of languages and cultures. e. Develop activities to enhance understanding of diverse cultures and lifestyles.	
Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children. a. Examine statistics on abuse and neglect. b. List types of abuse and neglect and behaviors which might be indicators of such abuse/neglect.	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

## **Odessa College Policies**

### **Academic Policies**

Note that the OC Student Handbook states (page 32) that "[in] cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104)."

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities*  
<http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

### **Scholastic Dishonesty**

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

#### **"Cheating on a test" shall include:**

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another

person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013*, page 29-30)

### **Special Populations/Disability Services/Learning Assistance**

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at [www.odessa.edu/dept/counseling/disabilities.htm](http://www.odessa.edu/dept/counseling/disabilities.htm). The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013*, page 52)

### **Dropping a Course or Withdrawing from College**

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013*, page 36)

### **Learning Resource Center (LRC; Library)**

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian" service provide additional help.

### **Student Success Center (SCC)**

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit [www.odessa.edu/dept/ssc/](http://www.odessa.edu/dept/ssc/) (Source: *Odessa College Catalog of Courses 2012-2013*, page 54)

### **Student E-mail**

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

### **Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

#### *Reasonable Expectations of Engagement for Instructors*

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### *Reasonable Expectations of Engagement for Students*

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.

### **Institutional Calendar Spring 2013 (1-22-5-17)**

<http://www.odessa.edu/college-calendar12-13.pdf>

#### **Registration:**

On the Web (5 am to Midnight, 7 days aweek).....	Nov 12-Jan 21
In Person (See Business Hours Above).....	Nov 12-Jan 18
<b>***REGISTRATION PAYMENT DEADLINE</b>	
* For students registered who register prior to Jan 7.....	Payment is DUE Jan 7 (Mon)
* For students who register on or after Jan 7.....	Due on Day of Registration
Holiday (Martin Luther King Day - Offices closed except for Wrangler Express).....	Jan 21 (Mon)
Classes Begin.....	Jan 22(Tue)
<b>Late Registration &amp; Schedule Changes (Add/Drop):</b>	
On the Web (5 am to Midnight, 7 days aweek).....	Jan 22-23 (Tue-Wed)
In Person (See Business Hours Above).....	Jan 22-23 (Tues-Wed)
** Late Registration & Add/Drop Payment Deadline.....	Due on Day of Registration
Census Day.....	Feb 6 (Wed)
Deadline for Spring Degree Application.....	Mar 20 (Wed)
First Eight Weeks End.....	Mar 22 (Fri)
Spring Break (Offices Closed – No Classes).....	Mar 11-16 (Mon-Sat)
Second Eight Weeks Begin.....	Mar 25 (Mon)
Holiday (Good Friday).....	Mar 29 (Fri)
Last Day to Drop or Withdraw with a "W" (full semester length courses).....	Apr 16 (Tues)
Student Evaluation of Instruction Survey Available Online.....	April 28-May 4
Last Day to Drop or Withdraw with a "W" (2nd eight week courses).....	Apr 30 (Tues)
Last Class Day.....	May 11 (Sat)
Final Exams.....	May 13-16 (Mon-Thurs)



## **Course Policies**

### **Disclaimer**

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

### **Original Effort**

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

### **Description of students**

Students enrolled in this course are junior and seniors attending Ector County ISD and taking dual credit.

### **Course prerequisites**

None

### **Course Alignment with Industry Standards**

Resources:

Interpersonal Skills

Information

Systems

Thinking Skills

Basic Skills

Personal Qualities

Code:

1. 2+2Tech Prep  
Early Childhood Professions  
Postsecondary Curriculum Guide
2. Texas Head Start-State Collaboration Project - Texas Early Care and Education Core Knowledge & Skills
3. The ICO Work Place Competence Skills
4. Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels of the National Association for the Education of Young Children
5. Teacher Preparation Requirements of the Association for Childhood Education International
6. The Examination for the Certification of Educators in Texas Test Competencies,  
Field 714: Early Childhood Education
7. Entry Level Core Competencies (Draft) of the Child and Youth Care Workers Certification Institute
8. Texas Essential Knowledge and Skills for Home Economics Education
9. Learner---Centered Schools for Texas---A Vision of Texas Educators
10. Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition, 1997), National Association for the Education of Young Children

### **Digital Protocol**

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording**

**of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on “Blackboard” time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

### **Attendance Policy**

Students are expected to attend class regularly. Attendance will be recorded using a “sign-in” sheet. Excessive absences will be grounds for disciplinary action, and will be determined on a case-by-case basis. If you are more than 15 minutes late to class or leave class early without notifying the instructor, this will count as an absence. Students are permitted 2 absences before a loss of 5 point(s) per absence.

### **AVID**

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

### **Grading Policy**

Please understand that this is a required course for the Child Development program in order to prepare you to be successful in this area quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week’s time.

### **Grade Inquiry Policy**

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

### **Communication Plan**

The best way to communicate with the course instructor is via email through email or phone. Email or face-to-face announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

### **General Course Requirements**

1. Attend class and participate.
2. Contribute and cooperate with civility.

3. Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.

### Grading Scale:

- "A" = 90-100
- "B" = 80-89
- "C" = 70-79
- "D" = 60-69
- "F" = 0-59

### Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

### Overview of assignments

Type of Assignment	Percentage
1. Assignments	12%
2. Journal	12%
3. Lab Experience	32%
4. Class Participation	17%
5. Class Projects	17%
6. Pop Test and Chapter Exams	12%

**ASSIGNMENT "A":** Create a poster on your young life. Include characteristics from infancy, toddlerhood, preschooler, school age and as a teen. Pictures are wonderful to use labeling the characteristics around them description.

**ASSIGNMENT "B":** Write a paper about you. How you create this assignment is open-ended in that there is more than one correct way to complete this assignment. Use information learned from the text in your descriptions of yourself from the various Developmental Areas.

**ASSIGNMENT "C":** Communicating with Families Assignment Practice Writing Letters. More information in weekly PowerPoint

**ASSIGNMENT "D":** Resources for Families Project Research Resources for Families, Create Brochure

**ASSIGNMENT "E":** Choose an age-group such as toddlers, five-year-olds, eight years old or any age in between. (Do not new born or infant ages). Come up with four games in which to play with the child or for the child to play with. Or, come up with four activities/games to play with the child. You may implement two games and two activities. It doesn't matter as long as you have four things to turn in. You will be graded on creativity, and age appropriateness.

**ASSIGNMENT "F":** Interview Assignment Interview 10 Young Adults about they remember about their childhood from their first memory to early elementary then interview 3 children between the ages of 3-6 about their favorite things. Record Responses

ASSIGNMENT **"G"**: Observe an infant (0-12 months), Observe a toddler (12 months - 2 1/2 yrs.), Observe a preschooler (2 1/2 to 5 yrs.), and Observe a school age child (5 yrs. - 12 yrs.). Your observation will be to identify their traits and behaviors physically, socially, emotionally, and cognitively. Write up the developmental milestones information you observed from the four developmental categories in each age group. Your observation information will be examples of the information you have learned from the assigned chapters.

**Schedule (Tentative and Subject to Change)**

<b>Date</b>	<b>Instructional Approach</b>	<b>Topic</b>	<b>Assignment</b>	<b>Assignment Submission</b>
<b>Week 1</b>	Assignment A Poster	Go over SYLLABUS PowerPoint 1 reading assignments and vocabulary	Assignment A	Present to the class Pop Test Week 1
Week 2	Assignment B Personal Inventory	PowerPoint 2 reading assignments and vocabulary	Assignment B	Pop Test Week 2 Unit Test
Week 3	Assignment C Letter for the classroom	PowerPoint 3 reading assignments and vocabulary	Assignment C	Pop Test Week 3 5 Letters for the Classroom based on the PowerPoint instructions
Week 4	Assignment D Family ,School, Comm Brochure	PowerPoint 4 reading assignments and vocabulary	Assignment D	Pop Test Week 4 Present to the class the brochure Unit Test 2
Week 5	Assignment E Games and Activities	PowerPoint 5 reading assignments and vocabulary	Assignment E	Pop Test Week 5 Present to the class the 1 game for hands-on and the other 5 in a PowerPoint
Week 6	Assignment F Write Up on a Child	PowerPoint 6 reading assignments and vocabulary	Assignment F	Pop Test Week 6 Paper written based on the instruction in the PowerPoint
Week 8	Assignment G Children Observation	PowerPoint 7 reading assignments and vocabulary	Assignment G	Pop Test Week 7 PowerPoint to share with class based on the instructions in PowerPoint. Remember Confidentiality!  Final Exam
Week 2-4	Guest Speaker from Community	Child Protective Services, CASA, March of Dimes Community Rep and a parent who child was a NICU baby and she is RN in the NICU	Journal and note taking of information learned	
Week 3-8	Lab Experience and Journaling	Sites: Lamar, Carver, Noel, Kidz <b>Korral, Aladdin's Castle, and Compass</b>	20 hours of volunteer required	Documentation required from site