



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**COLLABORATION WITH CHILD, FAMILY, AND COMMUNITY
CHC5718 3 Credit Hours**

Student Level:

This course is open to students on the college level in either freshman or sophomore year.

Catalog Description:

CHC 5718 - COLLABORATION WITH CHILD, FAMILY, AND COMMUNITY (3 hrs)

This class is designed for students who will be working with children ages birth through eight. Students will learn principles of working collaboratively with the young child, family, and community to provide support and help the child reach his or her full potential.

Prerequisites:

No prerequisites required for this course.

Controlling Purpose:

This course is designed for students who will be working with children ages birth through eight. Students will learn principles of working collaboratively with the young child, family, and community to provide support and help the child reach his or her full potential.

Learner Outcomes:

Upon completion of this course the student will be able to:

1. Establish and maintain positive communication and relationships with children's families and stakeholders.
2. Value, support, and work effectively with culturally diverse families.
3. Actively encourage family members, as stakeholders, to participate in their child's education and provide opportunities for family involvement.
4. Effectively share knowledge about child development and communicate with families about their child's emotional, physical, and academic development.
5. Practice early intervention using the child's strengths to bolster the child's progress.
6. Provide support for families dealing with difficult child development issues.
7. Identify, value, refer to, and collaborate with community resources that provide assistances for families.
8. Foster relationships with peers in related disciplines and specialties.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student’s achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: ESTABLISH AND MAINTAIN COMMUNICATION						
Outcomes: Upon Completion of this unit, students will successfully prepare to establish and maintain positive communication and relationships with children’s families and stakeholders.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain rules of confidentiality and describe appropriate communication.
						Identify the value of continued consistent communication with families and stakeholders.
						Identify various means of continued communication with families and stakeholders.
						Create means of introductory communication with families.
						Create a plan of continuing communication with families and stakeholders.

UNIT 2: CULTURAL DIVERSITY

Outcomes: Upon Completion of this unit, students will successfully value, support, and work effectively with culturally diverse families.

A	B	C	D	F	N	Specific Competencies
						To be addressed in Assessment Portfolio:
						Identify the value of culturally diverse communities.
						Conclude that familial goals and values in child rearing are directly related to the cultural goals and values.
						Identify means of reflecting and incorporating the culturally diverse community within the program.
						Identify and analyze ways of successfully working with families with diverse socioeconomic, linguistic, and cultural backgrounds.

UNIT 3: ENCOURAGING PARTICIPATION OF STOCKHOLDERS

Outcomes: Upon Completion of this unit, students will successfully prepare to actively encourage family members, as stakeholders, to participate in their child's education and provide opportunities for family involvement.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the value of the family as educators.
						Identify ways for families to share skills and talents.
						Identify means of collaboratively encouraging social development and academic growth in the child.
						Create a plan of encouragement for families and stakeholders to actively participate in the child's education.
						Create activities and plans of other opportunities for parents and stakeholders to be involved in the child's education.

UNIT 4: SHARE KNOWLEDGE OF CHILD DEVELOPMENT

Outcomes: Upon Completion of this unit, students will successfully prepare to effectively share knowledge about child development and communicate with families about their child's emotional, physical, and academic development.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Create a plan for conducting family conferences.
						Create a plan, identify pre-existing resources, and create new tools for sharing knowledge of child development with families and stakeholders.

UNIT 5: STRENGTH BASED EARLY INTERVENTION

Outcomes: Upon Completion of this unit, students will successfully prepare to practice early intervention using the child's strengths to bolster the child's progress.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define strength-based, family-centered early intervention.
						Identify possible stakeholders in a child's success.
						Investigate the development of Individual Family Service Plans (IFSPs) and Individual Education Plans (IEPs).
						Write a practice IFSP or IEP for a child based on a case study.

UNIT 6: SUPPORTING FAMILIES

Outcomes: Upon Completion of this unit, students will successfully prepare to provide support for families dealing with difficult child development issues.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify stress factors which affect families.
						Plan and create activities to provide support for families dealing with various issues in development, including attachment, autonomy seeking, guidance, self esteem, etc.
						Identify and plan appropriate and valuable conflict resolution techniques to implement with families.
						Identify resources for helping families understand various disabilities.
						Identify sources for obtaining information about family's legal rights to services for their children.

UNIT 7: COMMUNITY COLLABORATION

Outcomes: Upon Completion of this unit, students will successfully prepare to identify, value, refer to, and collaborate with community resources that provide assistances for families.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the value resources in the community which provided support and aid for families.
						Identify various community agencies which provide assistance for families and research appropriate referrals to these agencies.
						Identify the family child care provider's role in working collaboratively with various agencies to meet the needs of children and their families.
						Create a plan for educating adults (associated with the program and in the general public) about early child care and education.
						Identify community resources which provide support for early child care providers.

UNIT 8: PROFESSIONAL NETWORKING RELATIONSHIPS

Outcomes: Upon Completion of this unit, students will successfully prepare to foster relationships with peers in related disciplines and specialties.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the need for early child care providers to have knowledge of resources and support available to them.
						Identify peers, groups, individuals, agencies, etc, from whom the early child care provider may seek support and guidance.
						Create a plan for personal professional development and continued education.

Projects Required:

- Create communication plans and forms.
- Create activities and plans of other opportunities for parents and stakeholders to be involved in the child's education.
- Create a plan for conducting family conferences.
- Write a practice IFSP or IEP for a child based on a case study.
- Plan and create activities to provide support for families dealing with various issues in development, including attachment, autonomy seeking, guidance, self esteem, etc.
- Create a plan for educating adults (associated with the program and in the general public) about early child care and education.
- Create a plan for personal professional development and continued education.

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.