**Semester: Fall 2017**

This syllabus is a plan, not a contract. Changes may occur during the term as the instructor deems necessary.

**I. Online Course Information:**

- **Course Title:** **Parenting**
- **Course Number:** **ECE 2023**
- **Prerequisites:** **None**
- **Credit Hours:** **3**
- **Required Textbook and Supplies:** **Barbour, Chandler.** *Families, Schools, and Communities.* **Pearson.**
- **Course Description:** **This course introduces the techniques of effective parenting, with emphasis upon how teachers may best provide support and inform families regarding young children's needs. Problem prevention and resolution, nurturing self-esteem in young children, and building collaborative relationships between teachers and families are examined. Sensitivity to the unique needs of the individual child and family are stressed.**

**II. Instructor Information:**
- **Instructor:** **Breeze Jones**
- **Virtual Office Hours:** **Monday through Friday, 8:00 a.m.-5:00 p.m.**
- **Phone:** **620-926-0024 (text)**
- **Email:** **bjones@indycc.edu**

**III. Technical Help:** If you have technical difficulties during the day, please use the Chat option on ICC's website to receive help. After hours, please email helpdesk@indycc.edu for technical support, or ccutshaw@indycc.edu for Canvas support. Please note: The online staff do not clear locked assessment attempts or reopen closed assignments. For those items, you will need to email the instructor. **Information needed to prepare yourself and your device for online classes is available on the Indycc.edu website under the <u>Learning Resources</u> tab then click on *Online Classes* then *Getting Started o*n the right.**

**IV: Student Information:** Upon admission, each student is given an ICC email account and access to Canvas and the Pirate Portal. Students may communicate with instructors through both their ICC email and their Canvas mail. To access those, do the following:
- ICC Email: Go to the main page of the ICC website. In the upper left corner, click on "Email". A student's email address is his/her first name_last name@indycc.edu (sample_student@indycc.edu). In rare cases students have duplicate names from previous students. In that case, your email address may include a number at the end

(sample_student2@indycc.edu). Your password is your ID number unless you have changed it. To forward your ICC email to a personal email, follow these directions:
- o  Sign in to Office 365 at www.office.com/signin.
- o  At the top of the page, choose Settings ⚙> Mail.
- o  Choose Forwarding.
- o  Follow the instructions on the page.
- o  If you don't see the Forwarding option, it may not be available for your account.
- o  If you keep a copy of forwarded messages, check your Office 365 account regularly to make sure you haven't exceeded your mailbox size limit. If the size limit is exceeded new messages may not be forwarded.
- Canvas Mail: First log into Canvas from the main page of the ICC website (found under Quick Links).  Your username is firstname_lastname@indycc.edu.  Your password is your ID number unless you have changed it.  Once in Canvas, you must click on "Account" on the left side of the screen.  Choose "Settings", and add the email address you would like to use for correspondence with others.  Once you have completed this, click the "Inbox" icon on the left side of the screen to compose/read messages.
- Pirate Portal: Go to the main page of the ICC website.  In the upper left corner, click on "Pirate Portal".  Your username is your ICC email (firstname_lastname@indycc.edu).  Your password is your ID number unless you have changed it. On Pirate Portal students can access a variety of information such as financial aid, enrollment, course and fee statements, payment plans, and midterm/final grades.

## V. NETIQUETTE RULES FOR ELECTRONIC COMMUNICATIONS
- Don't post advertisements (called "spamming") or chain letters to the class discussion.
- Use courtesy and common sense in all your electronic communications.
- Consider what you write, as it's a permanent record and can be retrieved easily.
- DON'T TYPE IN ALL CAPS. This is hard to read and is considered "shouting".
- Avoid sarcasm, as it is easily misunderstood.
- Avoid correcting others' grammar, punctuation, and spelling unless it is necessary to clarify discussion.
- Avoid flaming. A "flame" is an abusive, harassing or bigoted message that attacks an author of a message.
- **Respect** the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" other members on the list, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers.

## VI. Learning Outcomes: Upon completion of this course, students will be able to do the following:
1. Describe age appropriate development to others.
2. Present and compare historical and theoretical approaches to parenting.
3. Identify family systems and life styles and the relationship to parenting.
4. Demonstrate awareness of how cultural factors affect the social context of the parents/guardians and their child.
5. Describe and use effective methods of communication with children and families.
6. Interpret the purposes of children's appropriate and inappropriate behavior with the family dynamic.

7. Identify and demonstrate effective parenting strategies that focus upon feelings, behavior, and developmental needs.
8. Outline and explain the causes, prevention, and treatment for child abuse and neglect.
9. Use collaborative skills with both professional and nonprofessional persons for the child's benefit.
10. Demonstrate knowledge of agencies and other support entities in the local area and nationally that would be of benefit to the families of children.

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

## V. Grading Policy:
Grades will be calculated based upon the following scale unless licensing or accreditation boards have a higher standard:

| | |
|---|---|
| 100 – 90% | A |
| 89 – 80% | B |
| 79 – 70% | C |
| 69 – 60% | D |
| Below 60% | F |

## VII. Credit Description:
A credit hour is defined as one hour of classroom instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit. So for every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

## VIII. Common Learning Expectations:  All sections of Parenting use the activities listed below to measure whether you learned a required learning outcome for this course:
1. **Philosophical Learning Theories: Compare & Contrast Essay**
2. **Child Care Regulations: Collaborative Project**
3. **Child Care Regulations: Compare/Contrast Report**
4. **Building a Diverse Classroom Library**
5. **Demographics Report: Knowing and Helping the Families You Serve**
6. **Reality Television: A Case Study in Parenting**
7. **Super Nanny: A Case Study in Appropriate & Inappropriate Behavior**
8. **Promoting Children's Wellbeing & Safeguarding Against Violence: Newsletter**
9. **ECE Center Project**
10. **Open House: Parent Resource Packet**

## VII. Course Calendar: (This may be updated at the discretion of the instructor.)

| Module | Topic: | Activity: | Due Date: | Fulfills Learning Outcome #: |
|---|---|---|---|---|
| **Introductions Module** | | Getting to Know Smore About You | Sunday, August 20 | n/a Initiates a collaborative online environment for students to get to know one another |
| **Module 1: Home, School, & Community Influences on Children's Lives** | Social Settings<br><br>Special Interest Groups<br><br>Challenging Issues Facing Today's Children<br><br>Home, School, Community, Peer, & Media Influence | Brain Builders: What Influences Our Children (Discussion Board)<br><br><br>Interview with Primary-School Child<br><br><br>Home, School, & Community Influences: Test | Wednesday, August 23 & Sunday, August 27<br><br>Sunday, August 27<br><br>Sunday, August 27 | n/a Develops a foundational understanding of the impact parents, schools, the community, peers, & the media have on a child's development. |
| **Modules 2 & 3: Historical & Theoretical Approaches to Parenting** | Maturational, Behaviorist, & Constructivist Learning Theories<br><br>Head Start<br><br>Federal Involvement & Legislation<br><br>Population Diversity, Globalization, Children with Specific Needs, Children in Poverty, Children with Disabilities, & Minority Populations, | Who's Responsible (Discussion Board)<br><br><br>Philosophical Learning Theories: Compare & Contrast Essay<br><br>Head Start to Confidence (Discussion Board)<br><br><br>Choices in Education Act of 2017: Opinion (Discussion Board)<br><br>Historical & Philosophical Perspectives: Outline (Optional for up to 5 Extra Credit Test Points) | Wednesday, August 30, & Sunday, September 3<br><br>Sunday, September 3<br><br>Wednesday, September 6, & Sunday, September 10<br><br>Sunday, September 10<br><br>Sunday, September 10 | Learning outcome #2 fulfilled<br><br>Learning outcome #10 addressed |

| | | Historical & Philosophical Perspectives: Test | Sunday, September 10 | |
| --- | --- | --- | --- | --- |
| | | Choices in Education Act of 2017: Peer Reviews (Responses to Discussion Board Posts) | Friday, September 15 | |
| **Module 4: Viewing Family Diversity** | Stereotyping & Bias<br><br>Family Systems (nuclear family, single-parent family, blended family, extended family, adoptive family, subfamily, foster family, families headed by gays & lesbians, etc.)<br><br>Socio-cultural Factors & Status Influencing Families | The Danger of a Single Story (Discussion Board) | Wednesday, September 13 & Sunday, September 17 | Learning outcomes #3 & #4 addressed |
| | | Rick Smolan: A girl, a photograph, a homecoming (Discussion post only, no peer responses required) | Sunday, September 17 | |
| | | Viewing Family Diversity: Study Guide (Optional for up to 5 Extra Credit Points) | Sunday, September 17 | |
| | | Viewing Family Diversity: Test | Sunday, September 17 | |
| **Module 5: Meeting Child-Care Needs from Infancy Through School Age** | Child-care arrangements<br><br>Quality Child Care<br><br>Licensing regulations<br><br>NAEYC | Affordable Quality Child Care (Discussion Post) | Wednesday, September 20 & Sunday, September 24 | Learning outcomes #4 & #10 addressed |
| | | Child Care Regulations: Collaborative Project | Wednesday, September 20, Wednesday, September 27, & Sunday, October 1 | |

| | | New Preschool for Homeless Toddlers (Discussion Post) | Sunday, October 1 | |
|---|---|---|---|---|
| **Module 6: Building a Professional Portfolio** | Diversity<br><br>Demographics<br><br>Child Care Regulations | Building a Diverse Classroom Library<br><br>Demographics Report: Knowing and Helping the Families You Serve<br><br>Child Care Regulations: Compare/Contrast Report | Sunday, October 15<br><br>Sunday, October 15<br><br>Sunday, October 15 | Learning outcomes #9 & #10 addressed<br><br>Learning outcomes #3 & #4 fulfilled |
| **Module 7: Parental & Teacher Roles in Age Appropriate Development & Behavior** | Maslow's Hierarchy of Needs<br><br>Bowen's Family Systems Theory<br><br>Bernstein's study of family language patterns<br><br>Baumrind's Classification of Parenting Styles | Parent-Child Interaction: An Observation (Discussion Board)<br><br>Reality Television: A Case Study in Parenting<br><br>Super Nanny: A Case Study in Appropriate & Inappropriate Behavior (Discussion Board) | Wednesday, October 18, & Sunday, October 22<br><br>Sunday, October 22<br><br>Wednesday, October 25 | Learning outcomes #6 & #7 addressed & fulfilled. |
| **Module 8: Working with Families of Children with Disabilities** | Individuals with Disabilities Education Act & 6 governing principles<br><br>Individual Education Plan<br><br>Least Restrictive Environment | Blogs: Parents Raising Children with Disabilities (Discussion Board)<br><br>Professional Interviews: Challenges Facing Children & Families with Disabilities<br><br>Families of Children with Disabilities: Study Guide (Optional for up to 5 Extra Credit Points) | Wednesday, November 1, & Sunday, November 5<br><br>Sunday, November 5<br><br>Sunday, November 5 | Outcome #9 addressed |

| | | Families of Children with Disabilities: Test | Sunday, November 5 | |
|---|---|---|---|---|
| **Module 9: Home & Community Influences in Child Development** | Home Learning<br><br>Influence of Technology & Media on Child Development<br><br>Homeschooling Trend<br><br>Quality Learning Derived from Community | Family Routines: Which Count the Most (Discussion Board)<br><br><br>Everyday Interactions Matter:<br>The Fred Rogers Center for Early Learning & Media | Wednesday, November 8, & Sunday, November 12<br><br>Sunday, November 12 | Outcome #5 addressed<br><br>Learning Outcome #4 revisited |
| **Module 10: Protecting and Safeguarding Children** | Societal Traditions<br><br>Role of Schools, Community, & Families in Promoting Children's Safety, Mental Health, & Physical Wellbeing<br><br>Safeguards Against Violence, Bullying, & Cyberbullying | Promoting Children's Wellbeing & Safeguarding Against Violence: Newsletter | November 13-19 | Outcomes #5 addressed<br><br>Outcome #8 fulfilled |
| **Module 11: Building a Professional Portfolio** | | ECE Center Project<br><br>Open House: Resource Packet for Parents | November 27-December 6 | Learning Outcomes #1, #5, & #10 fulfilled |

| | | | | |
|---|---|---|---|---|
| **Module 14: Final Project & Reflection** | | Professional Portfolio Presentations & Reflection | December 11-14 | Learning Outcome #9 fulfilled |

### IX. Attendance Policy:

- **ICC Policy:** Students are expected to be regularly active in completion of tasks for all online classes. Regular class participation is necessary for student success. Excuses for absences are not issued. A student should inform instructors of special circumstances which make an absence necessary. The number of online classroom tasks a student may miss in a particular course without penalty is determined by the instructor, and will be covered in the syllabus for that course. Any instructor may withdraw a student for lack of participation, but only after the appropriate date of certification for the course and on or before the last date to withdraw for the semester. If an instructor does exercise this option, a grade of WN will be recorded, and all of the course charges/fees will be applied to the student's account.

**X. My Late Work Policy: Late work will be accepted up to one week after the deadline; however, the final grade will be reduced by 10 percentage points for discussion boards, weekly assignments, & individual projects. For example, if you earn an 88% on an assignment that is turned in late, your final grade for the assignment will be a 78%. Extensions may be granted in advance of the due date with reasonable cause. Exceptions may be made on an individual basis in case of emergency.**

**XI. My Extra Credit Policy for this Course: You can earn up to 5 extra credit points on tests for completing one of three study guides for a total of 15 extra credit points.**

**XII. Grade Appeals:** There are two categories for grade appeals. Those are:
1. Assignment, tests, etc. within the course.
2. Final grade for the course.

To appeal #1: Students should have an informal conversation with the instructor for the purpose of resolving the issue. If the student does not feel that this conversation has helped to resolve the issue, the next step is to appeal the grade in writing with the Chief Academic Officer within two weeks after the conversation with the instructor. The CAO will review the information available, deliberate, and render a decision in writing to the student with a copy to the instructor within 10 days of receipt of the appeal.

To appeal #2: Students should appeal the grade in writing with the Chief Academic Officer within 60 days after a grade is posted. The CAO will review the information available, deliberate, and render a decision in writing to the student with a copy to the instructor within 15 days of receipt of the appeal. If the student's appeal is approved, the appropriate change will be made to the student's official transcript by the college registrar within 30 days of notification. Grade appeals that are received after the 60-day deadline will not be considered.

## XIII. Academic Integrity:

ICC expects its students to exhibit the highest level of academic integrity and maintains a "no tolerance" policy regarding behaviors that violate this expectation. The following actions constitute violations of academic integrity:

- A student submits an assignment which is not his/her own work
- A student copies or takes answers from another student or uses unauthorized materials during an exam
- A student uses words or ideas which are not his/her own without including the original source of the material
- A student submits a paper or other assignment in multiple classes without permission from the instructor(s)
- A student uses resources or assistance which are prohibited by an instructor to complete an exam or assignment
- A student obtains a copy of an exam, answers to an assignment, or any other resource belonging to an ICC faculty or staff member without permission
- A student knowingly assists another student in violating any part of the academic integrity policy
- A student who uses a demonstrably false excuse to delay testing and solicit a special make-up exam, thereby receiving unfair additional study time by lying and deception

Instructors who determine that a student is in violation of the ICC academic integrity policy may impose any of the following sanctions:

- An instructor may require the student to submit a different assignment
- An instructor may assign a grade of "F" (zero) for the assignment
- An instructor may assign a grade of "F" for the course
- An instructor may assign a grade of "XF" for the course; a transcript notation will include that the student has failed the course for disciplinary reasons.

**XIV. Student Privacy Statement:** Students should be aware of their rights concerning access to educational records, limitations on disclosure of record information, the opportunity to challenge the 29 content of educational records, and provisions for filing a complaint with the Department of Health, Education and Welfare. These rights are spelled out in Public Law 98- 380 as amended by Public Law 93-568 and in regulations published by HEW in the June 17, 1976, Federal Register. Students who wish to have their information shared with parents or others must sign a Family Educational Rights and Privacy Act (FERPA) form granting access to the student's records.

**XV: Diversity and Accommodations Statement:** ICC values diversity and inclusion: we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects of the instruction of design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. Students are also welcome to contact the Associate Dean of Academic Support Services at tcrawshaw@indycc.edu or 620-332-5457 to discuss a range of options to remove barriers in the course, including academic accommodations.

## NOTICE OF NONDISCRIMINATION

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment and all unions or professional organizations holding negotiated agreements or professional agreements with the institution are hereby notified that this institution does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in admission or access to, or

treatment or employment in its programs and activities. Any person having inquiries concerning Independence Community College's compliance with the regulations implementing Title VI, Title IX and Americans with Disability Act of 1990 is directed to contact the coordinators who have been designated to coordinate the educational institution's efforts to comply with the regulations implementing these laws.

Specific complaints of alleged discrimination should be referred to:

> **HR Director—Keli Tuschman**
> Administration Building
> Email:  ktuschman@indycc.edu
> Phone: 620-332-5606

Title VI, Title IX and Section 504 ADA complaints may also be filed with the Regional Office for Civil Rights.  Address correspondence to:

**Kansas City Office**
**Office for Civil Rights**
U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, 3rd floor, Suite 320
Kansas City, MO 64106
Telephone: 816-268-0550
FAX: 816-268-0599; TDD: 800-877-8339
Email: OCR.KansasCity@ed.gov

**U.S. Equal Employment Opportunity Commission**
Gateway Tower II
4th & State Avenue, 9th Floor
Kansas City, KS 66101
913-551-5655