“Preparing Professionals for Changing Educational Contexts”
Department of Educational and Clinical Studies
Special Education and Early Childhood Education
College of Education
University of Nevada, Las Vegas

I. Prefix & Number ECE 457
II. Title Working with Families in Early Childhood Education
III. Credit 3 hours
IV. Semester Spring, 2018
V. Instructor Dr. Jeff Gelfer
VI. Office Location CEB 150
Class Location On-line (Web-campus)
VII. Office Hours T 10-12 AM, W 1-3 PM, online T 5-6 PM
VIII. Telephone (702) 895-1327 (Voice Mail)
E-mail gelfer@unlv.nevada.edu

IX. Prerequisite Course(s)

Students must have completed ECE 250 – Orientation to Early Childhood or have the consent of the instructor.

X. Course Description

The purpose of this course is to provide theory, principles, and procedures for fostering collaborative partnerships with families of young children, with a focus on empowerment of families, and professionals. Course content focuses on historical and legal foundations, contemporary frameworks, effective communication methods, and consideration of a variety of contemporary issues affecting family–professional partnerships. In addition, examination of cultural and other types of diversity between families and professionals will be emphasized. These issues will be presented within a framework of school, community, and society perspectives.

XI. Course Objectives

<table>
<thead>
<tr>
<th>COE/INTASC Standards Addressed in this Course</th>
<th>INTASC Standards:</th>
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</thead>
<tbody>
<tr>
<td>Standard 1.0 Learner Development</td>
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<td>Standard 2.0 Learning Differences</td>
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<td>Standard 3.0 Learning Environments</td>
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<td>Standard 4.0 Content Knowledge</td>
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<td>Standard 5.0 Application of Content</td>
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<td>Standard 6.0 Assessment</td>
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<td>Standard 7.0 Planning for Instruction</td>
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<td>Standard 8.0 Instructional Strategies</td>
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<td>Standard 9.0 Professional Learning and Ethical Practices</td>
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<td>Standard 10.0 Leadership and Collaboration</td>
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Upon completion of this course, students will be able to meet the following objectives:

**Objective 1:** Students will understand the structures of parents and families from culturally and linguistically diverse backgrounds in modern society, their role in public education, early intervention, and community-based programs and will identify possible biases that impact parent and family engagement in their students’ education.

**Standards:**
- CEC Standard 2: Development and Characteristics of Learners
- CEC Standard 3: Individual Learning Differences

**INTASC Standards:**
- INTASC Standard 1: Learner Development
- INTASC Standard 2: Learning Differences
- INTASC Standard 3: Learning Environments

**NAEYC Standards**
- NAEYC 2: Building Family and Community Relationships

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Each participant will demonstrate knowledge of typical family structures, interaction patterns including cultural and linguistic diversity, socio-economic level, abuse neglect, and substance abuse. ICC2K3, ICC3K3, ICC2K4m NAEYC2.a</th>
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<tbody>
<tr>
<td></td>
<td><em>Measurement/Evaluation:</em> Personal Philosophy of Family Education and Resource Brochure</td>
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<td>Each participant will demonstrate knowledge of the interrelationship between community, culture, and family and child development. InTASC2(k), InTASC3(q), InTASC3(l), InTASC8(m), ICC5K7, NAEYC2c</td>
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<td><em>Measurement/Evaluation:</em> Family Resource Brochure and Home School Communication Tools</td>
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<td>Each participant will demonstrate knowledge of parent-child interaction patterns and how patterns of care may be influenced by child and caregiver characteristics including the development of social behavior and affective adjustment. ICC2K4, NAEYC2.c</td>
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<td><em>Measurement/Evaluation:</em> Home School Communication Tools and In-Class Group Assignments</td>
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<td>Each participant will demonstrate knowledge of supporting and engaging families and communities through respectful, reciprocal relationships. ICC10K3, ICC10K4, NAEYC2.c</td>
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<td><em>Measurement/Evaluation:</em> Family Resource brochure and Home School Communication Tools</td>
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</table>

**Objective 2:** Students will describe the seven principles of partnerships in the promotion of equal partnerships between parents, families, and schools (public and community-based) and home-based programming in making decisions that affect young children, parents and families in informing, influencing and creating policies, practices and programs.

**Standards:**
- CEC Standard 1: Foundations
- CEC Standard 6: Language
- CEC Standard 10: Collaboration
### INTASC Standards:
- INTASC Standard 6: Assessment
- INTASC Standard 10: Leadership and Collaboration

### NAEYC Standards:
- NAEYC Standard 2: Building Family and Community Relationships

| Performance | Each participant will demonstrate the ability to discuss and practice (in class) collaborative strategies for working with families and other professionals. InTASC1(c), InTASC10(e), ICC10K1, ICC10K2, ICC10K3, ICC10K4, ICC10S3, ECSE6S1, NAEYC2c |
| Measurement/Evaluation: | Home School Communication Tools and In-class Group Assignment |
| Each participant will generate appropriate curriculum and instruction practices based upon knowledge of individual children, the community, and curriculum goals. InTASC1(c), InTASC10(e), ICC10K1, ICC10K2, ICC10K3, ICC10K4, ICC10S3, ECSE6S1, NAEYC2c |
| Measurement/Evaluation: | Home School Communication Tools and In-class Group Assignment |

| Knowledge | Each participant will demonstrate knowledge of federal and state legislation regarding child and family involvement in ECSE. InTASC9(j), ICC1K4, NAEYC1.b, NAEYC2.a, NAEYC2.c, NAEYC4.a |
| Measurement/Evaluation: | Home School Communication Tools and In-class Group Assignment |

### Objective 3:
Students will describe a variety of theoretical and evidence-based methods for engaging parents and families as equal partners in decision making. Students will develop a culturally-responsive parent and family engagement activity to engage parents in support of developmental, academic and social-emotional achievement of culturally and linguistically diverse students; the focus of this plan will be to support enablement, empowerment and advocacy.

**Standards:**
- CEC Standard 1: Foundations
- CEC Standard 2: Development and Characteristics of Learners
- CEC Standard 3: Individual Learning Differences

### INTASC Standards:
- INTASC Standard 2: Learning Differences
- INTASC Standard 3: Learning Environments

### NAEYC Standards:
- NAEYC Standard 2: Building Family and Community Relationships
- NAEYC Standard 4: Using Developmentally Effective Approaches

| Knowledge | Each participant will demonstrate knowledge of typical family structures, interaction patterns including cultural and linguistic diversity, socio-economic level, abuse neglect, and substance abuse. ICC2K3, ICC3K3, ICC2K4, NAEYC2.a, NAEYC.c, NAEYC4.a |
| **Measurement/Evaluation:** | Home School Communication Tools |
| Each participant will demonstrate knowledge of theories, models, and ethical considerations for understanding family systems. ICC1K7, NAEYC4.a |
| **Measurement/Evaluation:** | Home School Communication Tools and Family Education/Resource Brochure |

### Objective 4:
Students will describe the role of parents and families in the learning opportunities, and education of students with disabilities, specifically as it relates to the development of the Individualized Family Service Plan and the Individualized Education Program, and will discuss differing techniques for providing
parents and families with the skills and techniques needed to be advocates for their children to ensure they are treated fairly and have access to needed supports and learning opportunities.

**Standards:**
- CEC Standard 9: Professional and Ethical Practice
- CEC Standard 10: Collaboration

**INTASC Standards:**
- INTASC Standard 2: Learning Differences
- INTASC Standard 4: Content Knowledge
- INTASC Standard 7: Planning for Instruction
- INTASC Standard 10: Leadership and Collaboration

**NAEYC Standards:**
- NAEYC Standard 2: Building Family and Community Relationships
- NAEYC Standard 3: Observing Documenting and Assessing to Support Young Children
- NAEYC Standard 4: Using Developmentally Effective Approaches
- NAEYC Standard 6: Becoming a Professional

| Knowledge | Each participant will demonstrate knowledge of collaborative IFSP/IEP development and evaluation. InTASC4(m), InTASC7(o), ICC10K1, ICC10K2, NAEYC3.a, NAEYC4.a |
| Performance (skills) | Through written tests and by performance in class, students will demonstrate an awareness of and commitment to the highest standards of professionalism and ethical practices when working with families. InTASC10(i), ICC9S2, NAEYC6.a |

**Measurement/Evaluation:** Home School Communication Tools and Family Education/Resource Brochure

| Objective 5: | Students will describe two-way meaningful communication processes and conflict resolution processes that can be used to maintain relationships with parents and families in the face of conflict, and will design methods for ensuring that conflict is dealt with appropriately while still maintaining the partnership and relationship with parents and families in the public school and community-based classrooms and home-based environments. |
| Standards: | CEC Standard 3: Individual Learning Differences
- CEC Standard 5: Learning Environments and Social Interactions
- CEC Standard 10: Collaboration

**INTASC Standards:**
- INTASC Standard 1: Learner Development
- INTASC Standard 2: Learning Differences
- INTASC Standard 3: Learning Environments
- INTASC Standard 4: Content Knowledge
- INTASC Standard 7: Planning for Instruction
- INTASC Standard 9: Professional Learning and Ethical Practice
- INTASC Standard 10: Leadership and Collaboration

**NAEYC Standards:**
- NAEYC 2: Building Family and Community Relationships
- NAEYC 4: Using Developmentally Effective Approaches
### NAEYC 6: Becoming a Professional

| Performance (skills) | 1. Each participant will demonstrate knowledge of (and practice, in class) methods for culturally sensitive and effective communication with families to identify concerns and priorities and for procuring appropriate services as they transition from Part C to Part B services. InTASC3(h), InTASC9(d), InTASC10(g), ICC3K3, ICC5K7, ICC10K1, ICC10K3, ICC10K4, ECSE10S8, NAEYC.2.a, NAEYC4.a. Measurement/Evaluation: Home School Communication Tools and Family Education Resource Brochure |
| Dispositions | 1. Each participant will demonstrate knowledge of methods and an awareness of the importance of building collaborative positive and respectful relationships between families and professionals. InTASC1(k), InTASC2(m), InTASC3(n), InTASC3(q), InTASC3(r), InTASC4(p), InTASC7(o), InTASC8(q), InTASC9(m), InTASC10(q), InTAS10(r), ICC10K1, ICC10K3, ICC10K4, NAEYC4.a, NAEYC6.a Measurement/Evaluation: Home School Communication Tools and Family Education Resource Brochure |

### XI. Course Guidelines

**Building Family and Community Relationships**
Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

**Texts, readings, and instructional resources**

- **Required Texts**:
  

- **Highly Recommended Text**


- **Recommended Texts & Articles**:


- **Internet Resources:**
Benefits of Bilingualism in Young Children

Challenging Common Myths about Young English Language Learners
http://www.fcd-us.org/resources/resources_show.htm?doc_id=669789

UNLV Library
http://www.library.unlv.edu

Position Statements: please print or download to your laptop and bring to each class

DEC 2009 Code of Ethics
http://www.dec sped.org/About_DEC/PositionStatements_and_Concept_Papers/Ethics

DEC & NAEYC 2009 Joint Position Statement on Inclusion
http://www.dec sped.org/About_DEC/PositionStatements_and_Concept_Papers/Inclusion

DEC 2002 Position Statement on Family Culture, Values & Languages
http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF

NAEYC 2005 Position Statements on Code of Ethical Conduct
http://www.naeyc.org/positionstatements/ethical_conduct
NAEYC 2009 Position Statement on Developmentally Appropriate Practices
http://www.naeyc.org/positionstatements/dap

NAEYC 1995 Position Statement on Linguistic and Cultural Diversity
http://www.naeyc.org/positionstatements/vigilance

Respuesta a la Diversidad Lingüística y Cultural
http://www.naeyc.org/about/positions/pdf/PSDISP98.PDF

XIII. Course Requirements:

Family Interview (50 Points ~ Due February 11, 2018).

(See Learning module 4 for Family Interview survey and Interview samples)

Students are required to conduct interviews with a minimum of two families to gain knowledge and a better understanding of their needs in relation to their family and community characteristics, parenting education, home-school communication systems, community resource/advocacy needs and how to better collaborate and empower families (interview questions to be developed in class). Interview questions will be developed in class. **Note:** your
audience: families who are culturally, linguistically and/or ability diverse (one family must be a parent of a child with a disability) (birth to second grade).

**Personal Philosophy of Parenting Education (50 Points ~ Due March 11, 2018)**
*(See Learning module 8 for Personal Philosophy of Parent Education samples)*
Students are asked to develop their personal philosophy statement on parenting education.

**Home-School Communication Tools (80 Points ~ Due April 15, 2018).**
*(See Learning module 12 for Home-School Communication Tools samples)*
Students will develop two home-school communication tools to use with families. Students should consider how both the family and school community can engage in informed, continuous communication as active participants in the child(s) learning and development through collaborative practices.

**Family/Community Resource Brochure for Families (100 Points ~ Due May 11, 2018)**
*(See Learning module 16 for Family/Community Resource Brochure for Family samples)*
Students must generate a family friendly tri-fold brochure to be used to create a class wide Family/Community Resource Guide. The Family/Community Resource Brochure information should include but is not limited to the following: contact information, telephone numbers, physical addresses, e-mails, websites, community family events, funding, organizational resources including tips for families, books (for parents/guardians & picture books for young children), articles, and suggested videos/DVDs. Brochures must be submitted to the instructor hardcopy and electronically. You will also make your Brochure available to your peers electronically via WebCampus mail. Brochures may be displayed/used by instructor in COE courses or at local, state, or national conferences (with student approval) *(Note: Critical Course Learning Assignment: See attached rubric)*.

- Reflective Journal Discussions  (120 Points~Due)
**Discussions ~ Posting --- Weekly**
*Initial Response: Due Thursdays 11:59*
*Response Posting: Due Sunday 11:59*

For each chapter of the text, students will reflect and discuss the reflective discussion question for the week. Each discussion must be at least 200 words in length. Post your discussion for you classmates to view via the discussion tab. Discussions must be posted in order to be graded.  (5 points for posting your discussion per week and 3 points for your response to another student’s posting per discussion), (15 discussion yielding 120 points). This
assignment must be completed in your assigned group via the
discussion icon/link. You will be assigned to a discussion group.
Discussion participation must be completed the due date/times noted.

**Grading Policy:**

Class assignments are due on the dates specified in the course syllabus unless prior
arrangements have been made with the instructor. If the assignment is late and no
arrangements have been made, five points will be deducted for each day an assignment is
late. All assignments must be typed – APA style (6th Ed.).

If a student wishes reconsideration of the scoring of an assignment, the student must submit a
written request to the instructor that identifies – 1) the assignment to be reconsidered, and 2) the
rationale.

**Grading Policy**

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>380 – 400</td>
<td>C</td>
<td>292 – 307</td>
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<tr>
<td>A-</td>
<td>360 – 379</td>
<td>C</td>
<td>280 – 291</td>
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<td>B+</td>
<td>348 – 359</td>
<td>D+</td>
<td>268 – 279</td>
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<td>B</td>
<td>332 – 347</td>
<td>D</td>
<td>252 – 267</td>
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<tr>
<td>B-</td>
<td>320 – 331</td>
<td>D-</td>
<td>240 – 251</td>
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<tr>
<td>C+</td>
<td>308 – 330</td>
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**XIV. Weekly Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
</table>
| 1    |      | Introductions, Course Overview & Assignments **Module I**
The Child in Context of Family and Community | Gonzalez-Mena, Chapter 1 PPT 1 | Personal Reflections |
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Author</th>
<th>PPT</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Module 2 Supporting Families Around the Issues of Attachment and Trust</td>
<td>Gonzalez-Mena, Chapter 2</td>
<td>PPT 2</td>
<td>Personal Reflections</td>
</tr>
<tr>
<td>3</td>
<td>Module 3 Supporting Families with Autonomy-Seeking Youngsters</td>
<td>Gonzalez-Mena, Chapter 3</td>
<td>PPT 3</td>
<td>Personal Reflections</td>
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<tr>
<td>4</td>
<td>Module 4 Sharing Views of initiative with Families</td>
<td>Gonzalez-Mena, Chapter 4</td>
<td>PPT 4</td>
<td>Personal Reflections</td>
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<tr>
<td></td>
<td>Family Interviews Due-2/11 11:59 PM</td>
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<td>5</td>
<td>Module 5 Working with Families of School-Age Children</td>
<td>Gonzalez-Mena, Chapter 5</td>
<td>PPT 5</td>
<td>Personal Reflections</td>
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<td></td>
<td>Collaboration Activity</td>
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<td>6</td>
<td>Module 6 Societal Influences on Children and Families</td>
<td>Gonzalez-Mena, Chapter 6</td>
<td>PPT 6</td>
<td>Personal Reflections</td>
</tr>
<tr>
<td>7</td>
<td>Module 7 Understanding Families’ Goals, Values and Culture</td>
<td>Gonzalez-Mena, Chapter 7</td>
<td>PPT 7</td>
<td>Personal Reflections</td>
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<tr>
<td>8</td>
<td>Module 8 Working with Families on Guidance Issues</td>
<td>Gonzalez-Mena, Chapter 8</td>
<td>PPT 8</td>
<td>Mid-semester Personal Reflections</td>
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<td>Personal Philosophy of Parenting Education Due-3/11 11:59 PM</td>
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<td>9</td>
<td>Module 9 Working with Families on Addressing Feelings and Problem Solving</td>
<td>Gonzalez-Mena, Chapter 9</td>
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<td>Personal Reflections</td>
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<tr>
<td>Week</td>
<td>Module</td>
<td>Description</td>
<td>PPT</td>
<td>Notes</td>
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<td>10</td>
<td>Module 10</td>
<td>Working with Families to Support Self Esteem</td>
<td>Gonzalez-Mena, Chapter 10</td>
<td>Personal Reflections</td>
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<td>PPT 10</td>
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<tr>
<td>11</td>
<td><em>Spring Break</em></td>
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<td>12</td>
<td>Module 11</td>
<td>Working with Families around Gender Issues</td>
<td>Gonzalez-Mena, Chapter 11</td>
<td>Personal Reflections</td>
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<td>PPT 11</td>
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<tr>
<td>13</td>
<td>Module 12</td>
<td>Stress and Success in Family Life</td>
<td>Gonzalez-Mena, Chapter 12</td>
<td>Personal Reflections</td>
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<td>Collaboration Activity</td>
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<td>Home-School Communication Tools Due 4/15 11:59 PM</td>
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<td></td>
<td>PPT 12</td>
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<tr>
<td>14</td>
<td>Module 13</td>
<td>Early Care and Education Programs as Community Resources</td>
<td>Gonzalez-Mena, Chapter 13</td>
<td>Personal Reflections</td>
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<td>PPT 13</td>
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<tr>
<td>15</td>
<td>Module 14</td>
<td>Supporting Families Through Community Resources and Networks</td>
<td>Gonzalez-Mena, Chapters 14</td>
<td>Personal Reflections</td>
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<td>PPT 14</td>
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<td>16</td>
<td>Module 15</td>
<td>Social Issues Policy</td>
<td>Gonzalez-Mena, Chapters 15</td>
<td>Personal Reflections</td>
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<td>PPT 15</td>
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<tr>
<td>17</td>
<td>Final Examinations Week</td>
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<td>Family/Community Resource Brochure for Families Due-5/11 11:59 PM</td>
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XV. Provost’s Statements

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at:
http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for student violations of fair use laws.
Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://provost.unlv.edu/copyright/.

Disability Resource Center (DRC) – The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/.

Religious Holidays Policy -- Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day of late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could have been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

Tutoring -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s Official e-mail system for students. It is one of the primary ways students
receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have

<table>
<thead>
<tr>
<th><strong>Proficiency</strong></th>
<th><strong>Format &amp; Organization</strong></th>
<th><strong>Completeness of Information</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>Consistent organization, Consistent use of APA 6th Edition, Only 1 or 2 spelling and grammar errors, Provides sufficient information, References provided</td>
<td>Introductory and summary information is present and complete, Tri-fold brochure, Presents comprehensive perspective: contact information (telephone numbers, physical addresses, e-mails, websites), community family events, funding, organizational resources including tips for families, books (for parents/guardians &amp; suggested picture books about families for children), articles and suggested videos/DVDs</td>
</tr>
<tr>
<td><strong>Shaping</strong></td>
<td>Critical Course Learning Assignment</td>
<td>Introductory and summary information missing or incomplete, Tri-fold brochure, Presents comprehensive perspective: contact information (telephone numbers,</td>
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**Proficiency**

- Exceeds Expectations
- Shaping

**Format & Organization**

- Consistent organization
- Consistent use of APA 6th Edition
- Only 1 or 2 spelling and grammar errors
- Provides sufficient information
- References provided

**Completeness of Information**

- Introductory and summary information is present and complete
- Tri-fold brochure
- Presents comprehensive perspective: contact information (telephone numbers, physical addresses, e-mails, websites), community family events, funding, organizational resources including tips for families, books (for parents/guardians & suggested picture books about families for children), articles and suggested videos/DVDs

- Introductory and summary information missing or incomplete
- Tri-fold brochure
- Presents comprehensive perspective: contact information (telephone numbers,
Rubric for ECE 457 Family/Community Resource Brochure for Families (40 Points):
(CRITICAL COURSE LEARNING ASSIGNMENT)

REFLECTIVE QUESTIONS

Discussion Questions:

- Think of a “best friend” in early childhood. How was their microsystem different from yours? Their macro-system? (1)
- What are your experiences with attachment, separation, and childcare? (2)
- Which is your priority—dependence or interdependence? Why? How much does your answer relate to your culture? (3)
- Can you remember an early play experience in which you were challenged? Did you gain some benefits from that experience? (4)
- From your personal experience, how can cultural differences affect the development of values and morals in young children? (5)
- What was an important socializing agent in your life and why? (6)
- If someone walked into your home and looked around, what would they know just based on what they saw inside your home? Would they discover something about your culture? (7)
- What are your thoughts, feelings, ideas, and experiences with using punishment to teach? (8)
- Which of the three parenting approaches described in the chapter come closest to the way you were raised? How would you raise a child of your own? (9)
- The dimensions of self-esteem have been defined as significance, competence, power, and virtue. Which of these dimensions are most important to you personally? To your family? (10)
- How were you socialized? Do you remember how you came to understand what it means to be a male and what it means to be a female? Were you happy with what you learned? Are you now? Would you raise your children the way you were raised? (11)
- How many of the seven factors of successful families did your family have while you were growing up? (12)
- How do you react when someone pressures you to conform, makes demands, and quotes rules? How do children react, in your experience? (13)
- Imagine you had to find a community resource for yourself. How would you start looking? (14)
- How do you feel about the society taking responsibility for the nation’s children? (Explain) (15)