

ECD 180: WORKING WITH FAMILIES IN A DIVERSE SOCIETY

History

1. Oct 22, 2025 by Carol Evans (cacevans)

Viewing: ECD 180 : Working with Families in a Diverse Society

Last approved: 2025-10-22T18:18:15Z

Last edit: 2025-10-22T18:17:58Z

Effective Term

Winter 2026

Course Cover

Full Course Title

Working with Families in a Diverse Society

Transcript Title

Working with Families

Subject Code

ECD - Early Childhood Development

Course Number

180

Department

Public Services Careers Dept (PSCD)

Banner Division

ATP

Division/College

Adv Tech/Public Serv Careers (AT)

Org Code

15400

Course Description

This course explores the parent - professional partnership. Emphasis is on increasing knowledge and skills for working with diverse families, family differences and functions, communication strategies, and methods for increasing parent involvement in facilitating optimal child development. Advocacy on behalf of children and families, and resources for the professionals are also included. This course was previously CCP 200.

Has this course been approved for virtual or blended virtual?

Yes

Has this course been approved for online or online blended?

Yes

Grading method

Standard Letter, Audit

CIP Code

199999 - Family and Consumer Sciences/Human Sciences, Other.

Occupational Indicator

Yes

ACS Code

120

Degree Attributes

AAGS - Global Studies Elective

Credit hours, contact hours, repeatability

Repeatable for additional credit

No

Course credits

3

Lecture contact hours

45

Total Contact Hours

45

Expected Total Contact Hours

45

Prerequisites and prerequisite skill levels

Approved Level I Prerequisite:

Academic Reading and Writing Levels of 6; ECD 101 minimum grade "C"

Course Assessment Plan

Learning Outcome

Outcome

Identify best practices when working with families.

Assessment #1

Assessment Tool

Multiple-choice test

Anticipated Next Assessment Year

2012

Anticipated Next Assessment Term

Winter

Assessment Cycle

Every Three Years

Anticipated assessment population

ALL SECTIONS

How the assessment will be scored

Multiple-choice questions will be scored using an answer key.

Who does the scoring?

Answers will be scored electronically and results analyzed by members of the CCP Advisory Committee or their designees

Standard of success

70% of students will score 70% or higher on the test

Assessment #2

Learning Outcome

Outcome

Demonstrate effective communication with families.

Assessment #1

Assessment Tool

Bulletin Board Assignment

Anticipated Next Assessment Year

2012

Anticipated Next Assessment Term

Winter

Assessment Cycle

Every Three Years

Anticipated assessment population

ALL SECTIONS

How the assessment will be scored

The assignment will be scored using a rubric developed by CCP instructors

Who does the scoring?

members of the CCP Advisory Committee will score the artifacts and will analyze the data

Standard of success

70 % of students will achieve a score of 4 or 5 on the assignment.

Assessment #2

Learning Outcome

Outcome

Demonstrate active engagement in the process of learning about working with children and families in diverse communities

Assessment #1

Assessment Tool

Professional Journal Assignment

Anticipated Next Assessment Year

2013

Anticipated Next Assessment Term

Winter

Assessment Cycle

Every Three Years

Anticipated assessment population

ALL SECTIONS

How the assessment will be scored

The assignment will be scored using a rubric developed by CCP instructors

Who does the scoring?

members of the CCP Advisory Committee or their designees will score the artifacts and analyze the data

Standard of success

70 % of students will score a 4 or 5 on the assignment.

Assessment #2**Course Objectives**

| Objective(s) |
|--|
| 1. Identify and describe the diverse nature of modern American families, identify characteristics that influence the nature of modern families and define the role parents and other primary care givers play in the lives of children; discuss implications for professionals working with children and families. |
| 2. Discuss the roles of a child's caregiver in the family and their emotional responses to parenting; describe implications for professionals. |
| 3. Identify and discuss models and methods for family involvement; identify effective models. |
| 4. Identify benefits of the parent - professional partnership, discuss barriers to partnering, and list concrete actions professionals can take to facilitate partnerships with families. |
| 5. Identify and discuss the process of establishing relationships with new families. |
| 6. Identify and describe methods for communicating with families. |
| 7. Identify reasons to hold parent-teacher conferences, list factors that facilitate productive conferences and describe how to avoid common pit-falls. |
| 8. Describe purposes, advantages/disadvantages of home visits and identify strategies for ensuring success. |
| 9. Identify advantages and potential problems of having families in the classroom, identify and discuss methods for facilitating family involvement in the classroom. |
| 10. Discuss important aspects of parent education and describe ways to get parents actively involved. |
| 11. Discuss the role of the child care professional in working with the community, corporations and policy makers as an advocate for children. |
| 12. Discuss the role of culture in working with families; identify methods for being culturally sensitive as a professional working with children and families. |
| 13. Identify factors related to working with families at risk (blended and adoptive families, families in transition, families with an ill or disabled member), and families in crisis (includes abuse, neglect and homelessness) |
| 14. Discuss ways of dealing with conflict, hostility and challenging behaviors and attitudes as a professional working with families. |

General Education Area(s)**Area 1: Writing**

No

Area 2: 2nd Writing or Communication/Speech

No

Area 3: Mathematics

No

Area 4: Natural Science

No

Area 5: Social and Behavioral Science

No

Area 6: Arts and Humanities

No

MTA General Education

No

Review

Is conditional approval requested?

No

Key: 4553

Washtenaw Community College Comprehensive Report

ECD 180 Working with Families in a Diverse Society Effective Term: Fall 2022

Course Cover

College: Advanced Technologies and Public Service Careers

Division: Advanced Technologies and Public Service Careers

Department: Public Service Careers

Discipline: Early Childhood Development

Course Number: 180

Org Number: 15400

Full Course Title: Working with Families in a Diverse Society

Transcript Title: Working with Families

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission:

Change Information:

Course discipline code & number

Rationale: CCP discipline changing to Early Childhood Development (ECD) for better representation of the program.

Proposed Start Semester: Fall 2022

Course Description: This course explores the parent - professional partnership. Emphasis is on increasing knowledge and skills for working with diverse families, family differences and functions, communication strategies, and methods for increasing parent involvement in facilitating optimal child development. Advocacy on behalf of children and families, and resources for the professionals are also included. This course was previously CCP 200.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

Prerequisite

ECD 101 minimum grade "C"

General Education

Request Course Transfer

Proposed For:

Eastern Michigan University
Grand Valley State University
Jackson Community College
Michigan State University
Oakland University
Western Michigan University
Other : University of Michigan - Dearborn Madonna University

Student Learning Outcomes

1. Identify best practices when working with families.

Assessment 1

Assessment Tool: Multiple-choice test
Assessment Date: Winter 2012
Assessment Cycle: Every Three Years
Course section(s)/other population: All sections
Number students to be assessed: all students
How the assessment will be scored: Multiple-choice questions will be scored using an answer key.
Standard of success to be used for this assessment: 70% of students will score 70% or higher on the test
Who will score and analyze the data: Answers will be scored electronically and results analyzed by members of the CCP Advisory Committee or their designees

2. Demonstrate effective communication with families.

Assessment 1

Assessment Tool: Bulletin Board Assignment
Assessment Date: Winter 2012
Assessment Cycle: Every Three Years
Course section(s)/other population: All sections
Number students to be assessed: Randomly selected one-third of students enrolled (minimum of 8)
How the assessment will be scored: The assignment will be scored using a rubric developed by CCP instructors
Standard of success to be used for this assessment: 70 % of students will achieve a score of 4 or 5 on the assignment.
Who will score and analyze the data: members of the CCP Advisory Committee will score the artifacts and will analyze the data

3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities

Assessment 1

Assessment Tool: Professional Journal Assignment
Assessment Date: Winter 2013
Assessment Cycle: Every Three Years
Course section(s)/other population: All sections
Number students to be assessed: random selection of one-third of students enrolled (minimum of 8)
How the assessment will be scored: The assignment will be scored using a rubric developed by CCP instructors

Standard of success to be used for this assessment: 70 % of students will score a 4 or 5 on the assignment.

Who will score and analyze the data: members of the CCP Advisory Committee or their designees will score the artifacts and analyze the data

Course Objectives

1. Identify and describe the diverse nature of modern American families, identify characteristics that influence the nature of modern families and define the role parents and other primary care givers play in the lives of children; discuss implications for professionals working with children and families.
2. Discuss the roles of a child's caregiver in the family and their emotional responses to parenting; describe implications for professionals.
3. Identify and discuss models and methods for family involvement; identify effective models.
4. Identify benefits of the parent - professional partnership, discuss barriers to partnering, and list concrete actions professionals can take to facilitate partnerships with families.
5. Identify and discuss the process of establishing relationships with new families.
6. Identify and describe methods for communicating with families.
7. Identify reasons to hold parent-teacher conferences, list factors that facilitate productive conferences and describe how to avoid common pit-falls.
8. Describe purposes, advantages/ disadvantages of home visits and identify strategies for ensuring success.
9. Identify advantages and potential problems of having families in the classroom, identify and discuss methods for facilitating family involvement in the classroom.
10. Discuss important aspects of parent education and describe ways to get parents actively involved.
11. Discuss the role of the child care professional in working with the community, corporations and policy makers as an advocate for children.
12. Discuss the role of culture in working with families; identify methods for being culturally sensitive as a professional working with children and families.
13. Identify factors related to working with families at risk (blended and adoptive families, families in transition, families with an ill or disabled member), and families in crisis (includes abuse, neglect and homelessness)
14. Discuss ways of dealing with conflict, hostility and challenging behaviors and attitudes as a professional working with families.

New Resources for Course

continued use of level III classroom; adequate classroom space to move around for discussions; bulletin boards; use of computers with Publisher software and color printer

Course Textbooks/Resources

Textbooks

Gestwicki, C.. *Home, School & Community Relations*, 7th ed. Delmar, 2009, ISBN: 978143540108.

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Other: bulletin boards computer & color printer

| <u>Reviewer</u> | <u>Action</u> | <u>Date</u> |
|--|-------------------------|---------------------|
| Faculty Preparer: <i>Lisa Nelson</i> | <i>Faculty Preparer</i> | <i>Dec 13, 2021</i> |
| Department Chair/Area Director: | | |

Dean:

Curriculum Committee Chair:

Assessment Committee Chair:

Vice President for Instruction:

Washtenaw Community College Comprehensive Report

CCP 200 Working with Families in a Diverse Society

Proposed Start Semester: Fall 2011
Effective *Sp/Su*

Course Cover

Division: Math, Natural and Behavioral Sciences

Department: Public Service Careers

Discipline: Child Care Professional

Course Number: 200

Org Number: 15400

Full Course Title: Working with Families in a Diverse Society

Transcript Title: Working with Families

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog, Time Schedule, Web Page

Reason for Submission: Course Change

Change Information:

Course title

Course description

Pre-requisite, co-requisite, or enrollment restrictions

Outcomes/Assessment

Objectives/Evaluation

Rationale: Updated course content to reflect changes in the field

Proposed Start Semester: Fall 2011

Course Description: This course explores the parent – professional partnership. Emphasis is on increasing knowledge and skills for working with diverse families, family differences and functions, communication strategies, and methods for increasing parent involvement in facilitating optimal child development. Advocacy on behalf of children and families, and resources for the professionals are also included. A supervised practicum is a prerequisite for this course. This title of this course was previously Working with Parents.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Other: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

Requisites

Prerequisite

CCP 101 minimum grade "C"
 and

Entered 11/5/10 by

Prerequisite

Academic Reading and Writing Levels of 6

General Education**Request Course Transfer****Proposed For:**

Central Michigan University
 Eastern Michigan University
 Grand Valley State University
 Jackson Community College
 Michigan State University
 Oakland University
 Western Michigan University
 Other : University of Michigan - Dearborn Madonna University

Student Learning Outcomes

1. Identify best practices when working with families.

Assessment 1

Assessment Tool: Multiple-choice test

Assessment Date: Winter 2012

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: all students

How the assessment will be scored: Multiple-choice questions will be scored using an answer key.

Standard of success to be used for this assessment: 70% of students will score 70% or higher on the test

Who will score and analyze the data: Answers will be scored electronically and results analyzed by members of the CCP Advisory Committee or their designees

2. Demonstrate effective communication with families.

Assessment 1

Assessment Tool: Bulletin Board Assignment

Assessment Date: Winter 2012

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Randomly selected one-third of students enrolled (minimum of 8)

How the assessment will be scored: The assignment will be scored using a rubric developed by CCP instructors

Standard of success to be used for this assessment: 70 % of students will achieve a score of 4 or 5 on the assignment.

Who will score and analyze the data: members of the CCP Advisory Committee will score the artifacts and will analyze the data

3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities

Assessment 1

Assessment Tool: Professional Journal Assignment

Assessment Date: Winter 2013

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: random selection of one-third of students enrolled (minimum of 8)

How the assessment will be scored: The assignment will be scored using a rubric developed by CCP instructors

Standard of success to be used for this assessment: 70 % of students will score a 4 or 5 on the assignment.

Who will score and analyze the data: members of the CCP Advisory Committee or their designees will score the artifacts and analyze the data

Course Objectives

1. Identify and describe the diverse nature of modern American families, identify characteristics that influence the nature of modern families and define the role parents and other primary care givers play in the lives of children; discuss implications for professionals working with children and families.

Methods of Evaluation

- Class Attendance, Participation or Work
- Discussion
- Quizzes

Matched Outcomes

1. Identify best practices when working with families.
2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities
2. Discuss the roles of a child's caregiver in the family and their emotional responses to parenting; describe implications for professionals.

Methods of Evaluation

- Activity or Exercise
- Class Attendance, Participation or Work
- Quizzes

Matched Outcomes

1. Identify best practices when working with families.
2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities
3. Identify and discuss models and methods for family involvement; identify effective models.

Methods of Evaluation

- Activity or Exercise
- Class Attendance, Participation or Work
- Discussion
- Quizzes

Matched Outcomes

1. Identify best practices when working with families.
2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities
4. Identify benefits of the parent - professional partnership, discuss barriers to partnering, and

list concrete actions professionals can take to facilitate partnerships with families.

Methods of Evaluation

- Activity or Exercise
- Class Attendance, Participation or Work
- Quizzes

Matched Outcomes

2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities
5. Identify and discuss the process of establishing relationships with new families.

Methods of Evaluation

- Activity or Exercise
- Class Attendance, Participation or Work
- Quizzes

Matched Outcomes

2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities
6. Identify and describe methods for communicating with families.

Methods of Evaluation

- Activity or Exercise
- Class Attendance, Participation or Work
- Quizzes

Matched Outcomes

2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities
7. Identify reasons to hold parent-teacher conferences, list factors that facilitate productive conferences and describe how to avoid common pit-falls.

Methods of Evaluation

- Activity or Exercise
- Class Attendance, Participation or Work
- Quizzes

Matched Outcomes

2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities
8. Describe purposes, advantages/ disadvantages of home visits and identify strategies for ensuring success.

Methods of Evaluation

- Activity or Exercise

Class Attendance, Participation or Work
Quizzes

Matched Outcomes

2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities
9. Identify advantages and potential problems of having families in the classroom, identify and discuss methods for facilitating family involvement in the classroom.

Methods of Evaluation

Activity or Exercise
Class Attendance, Participation or Work
Discussion
Quizzes

Matched Outcomes

2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities
10. Discuss important aspects of parent education and describe ways to get parents actively involved.

Methods of Evaluation

Activity or Exercise
Class Attendance, Participation or Work
Discussion
Quizzes

Matched Outcomes

2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities
11. Discuss the role of the child care professional in working with the community, corporations and policy makers as an advocate for children.

Methods of Evaluation

Activity or Exercise
Class Attendance, Participation or Work
Discussion
Quizzes

Matched Outcomes

2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities
12. Discuss the role of culture in working with families; identify methods for being culturally sensitive as a professional working with children and families.

Methods of Evaluation

- Activity or Exercise
- Class Attendance, Participation or Work
- Discussion
- Quizzes

Matched Outcomes

2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities

13. Identify factors related to working with families at risk (blended and adoptive families, families in transition, families with an ill or disabled member), and families in crisis (includes abuse, neglect and homelessness)

Methods of Evaluation

- Activity or Exercise
- Class Attendance, Participation or Work
- Discussion
- Quizzes

Matched Outcomes

2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities

14. Discuss ways of dealing with conflict, hostility and challenging behaviors and attitudes as a professional working with families.

Methods of Evaluation

- Activity or Exercise
- Class Attendance, Participation or Work
- Discussion
- Quizzes

Matched Outcomes

2. Demonstrate effective communication with families.
3. Demonstrate active engagement in the process of learning about working with children and families in diverse communities

New Resources for Course

continued use of level III classroom; adequate classroom space to move around for discussions; bulletin boards; use of computers with Publisher software and color printer

Course Textbooks/Resources

Textbooks

Gestwicki, C.. *Home, School & Community Relations*, 7th ed. Delmar, 2009, ISBN: 978143540108.

Manuals

Periodicals

Software

Microsoft Office Publisher. Microsoft, 2009 ed.

Other

continued use of level III classroom; adequate classroom space to move around for discussions; bulletin boards; use of computers with Publisher software and color printer

Equipment/Facilities

Level III classroom

Other: bulletin boards computer & color printer

| Reviewer | Action | Date |
|---|---------------------------|---------------------|
| Originator: | <i>Originator</i> | |
| Department Chair/Area Director: <i>Ruth Walsh</i> | <i>Recommend Approval</i> | <i>Nov 01, 2010</i> |
| Dean: <i>Martha Showalter</i> | <i>Recommend Approval</i> | <i>Nov 05, 2010</i> |
| Vice President for Instruction: <i>Stuart Blacklaw</i> | <i>Approve</i> | <i>Dec 02, 2010</i> |
| President: | | |