

# ECD 180: WORKING WITH FAMILIES IN A DIVERSE SOCIETY

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## 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**

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## 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

**Reviewer**

**Action**

**Date**

**Faculty Preparer:**

*Lisa Nelson*

*Faculty Preparer*

*Dec 13, 2021*

**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

*dm logged 11/5/10 sjv*

**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

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