

Course Outline

COURSE: GUID 710 **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2014

Inactive Course

SHORT TITLE: PARENT ADVOCACY

LONG TITLE: Parent Advocacy

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	2	36
		Lab:	0	0
		Other:	0	0
		Total:	2	36

COURSE DESCRIPTION:

This course is designed to help parents understand the transition from high school to college. Parents will develop techniques on how to better support their college student at home by creating a college going environment and increase potential involvement to enhance academic achievement. Parents will also develop a general understanding of the challenges and obstacles students face on a daily basis.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times, 100 credit hours

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Parents will enjoy the exercise "Conocimiento" and verbalize how families and individuals are more alike than different no matter what racial or ethnic group.

ILO: 1, 4, 6 & 2

Measure: Class participation and oral responses

2. Parents as leaders in their families will clearly state 5 family and 5 individual goals that they would like to achieve in the next year.

ILO: 2, 1, 6 & 7

Measure: Class participation and oral responses

3. Parents will recognize that all families change over time and that there are general rules for this change. Parents can identify the various family stages and verbalize three unique challenges and issues for each of the family stages.

ILO: 7, 1, 2 & 3

Measure: Oral response and class participation

4. Parents will demonstrate the use of effective communication skills which will be modeled for them through roleplay and guided practice.

ILO: 1, 4, 6, 7 & 2

Measure: Roleplay

5. Parents will examine the pros and cons of students attending college and be given a problem solving model to produce a solution that is acceptable to all.

ILO: 7, 1, 2, & 4

Measure: Roleplay

6. Parents will participate in a forum of guest speakers from the college and identify those programs and services that will assist their students with academic and student support.

ILO: , 1, 2, 7 & 4

Measure: Class participation

7. Parents and their students will compose and organize an educational agreement that indicates how they will support each other through the college years.

ILO: 6, 4, 7 & 1

Measure: Written assignment and oral responses

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Inactive Course: 03/10/2014

WEEK 1 2 HOURS

Introduction and overview to the class and its goals. Parents will participate in an exercise called "Conocimiento" which means acquaintance. Parents will fill out the worksheet Life's Continuum and identify a list of expectations for the family, individually and for their students. Parents will rank order the expectations based on realistic expectations and their values. Knowing their expectations and values will assist in them becoming easier to state. Parents will verbalize the values that are important to them along life's continuum. A discussion on the importance of clearing away expectations and replacing them with goals that are supported by their values is introduced. Homework assignment: Parents will discuss their

individual and family expectations with their student. Students will discuss their expectations. Both will list their individual and family goals.

WEEK 2 2 HOURS

Parents will participate in a discussion on their roles as Leaders in their Families, Change in Healthy Families and the Family Life Cycle. Discussion topics will include "General rules for change", "Families Stages", "Rules for using outside help" and "Special family stages." Parents will be able to identify in which stage they are in and list the unique issues or concerns through the various family stages.

WEEK 3 2 HOURS

This two hour lecture will focus on the importance of effective communication for successful relationships with our families and also in employment or interacting with public or private businesses. The special importance of communication skills with "congruent and incongruent messages", "I statements versus you statements" and be able to "know what you want and state what you want" will be introduced. Parents will be coached through various roleplay exercises and have the opportunity to practice these new communication skills.

WEEK 4 2 HOURS

Parents will identify barriers to higher education for their students and begin to understand the expectations for the transition from high school to college. A handout entitled "Career Earnings by Education Level" will be examined. This handout will show that the more education one attains means more lifetime earnings. The discussion will focus on unique cultural, social or economic concerns for first generation college students and family expectations. A problem solving model is introduced for solving family problems as for many of these nontraditional college students, college can be seen as having a negative economic impact that disrupts the normal family routine. In the process parents will be able to recognize the following: 1) When they are in hard times, 2) Learn to face hard times together, 3) Discover where they want to be, and 4) Commit themselves to changing and supporting each other in order to reach agreed to goals. ?????

WEEK 5 2 HOURS

Guest Speakers from the college will include student services staff from Financial Aid, Extended Opportunities and Services, Counseling, TRIO, MESA, DSPS, Tutoring, Library Services and any other college support service. Academic departments will also present various disciplines and potential jobs or careers from their respective areas.

WEEK 6 2 HOURS

Parents and their students will come together and write up a educational agreement that will indicate how each will support the other throughout the college years. Parents will identify resources that they can provide over time to support academic success. Students will also identify realistic job or career goals and resources they can commit to over time to ensure their own academic success. These

educational agreements will be reviewed by the instructor for clearly stated goals that are achievable by parents and their students. These educational agreements should also include the available student support programs or services provided by the college of their choice and provide the opportunity for updating the document. Parents will complete an evaluation of the class.

METHODS OF INSTRUCTION:

The methods of instruction are lecture/discussion, roleplay and guided practice.

METHODS OF EVALUATION:

REPRESENTATIVE TEXTBOOKS:

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: L

Noncredit Category: F

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: D

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000291135

Sports/Physical Education Course: N

Taxonomy of Program: 130560