



FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION

*EDUC 361 - Family, School, Community
On-Line Class*

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Office Hours:

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II. COURSE DESCRIPTION:

This course is designed to help B-K professionals understand the characteristics of families and the role families play in the lives of their children as their first teachers. Emphasis is placed on respecting different family structures and values. Strategies for dealing with children with learning disabilities, home language (especially language which is different from the B-K professional's language), ethnicity, at-risk, socioeconomic, and health care services will be discussed. B-K professionals will also develop strategies for getting parents involved in the school and their children's learning and development.

II. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 - 1203.

III. TEXTBOOK

Barbour et al. *Families, schools, and communities: Building partnerships for Educating children.* Merrill-Prentice Hall, 2008.

IV. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

V. COMPETENCIES:

NCDPI, FSU CONCEPTUAL FRAMEWORK ALIGNED WITH LEARNING OUTCOMES

NCDPI Standards	FSU Conceptual Framework	Learning Outcomes
Standard 2 Teachers establish a respectful environment for diverse population of students	Communication Knowledgeable and reflective educators	Observation Report
Standard 3 Teachers know the content they teach	Communication	Discussion Forums
Standard 3 Teachers know the content they teach	Knowledgeable and reflective educators	Chapter Homework Assignments

Standard 3 Teachers know the content they teach	Research and Leadership	Action Research
Standard 2 Teachers establish a respectful environment for diverse population of students Standard 4 Teachers facilitate learning for their students	Knowledgeable and reflective educators Research and Leadership Respect for diversity and individual worth	Unit Plan
Standard 2 Teachers establish a respectful environment for diverse population of students	Respect for diversity and individual worth Research and Leadership	PowerPoint on Families

B -K Course Competencies:

Standard 3: Birth-Kindergarten teacher candidates build community partnerships in support of children and families.

BK teacher candidates are aware of resources that are available to children and families and support them in accessing services and materials to meet family and educational goals. BK teacher candidates inform families of their rights, available resources, and strategies to negotiate service systems and transitions. They collaborate with families to make decisions and support families to become advocates, thus promoting children's development in the context of the larger community.

- Demonstrate knowledge of the philosophical, historical, and legal issues in the fields of child development, early childhood education, early childhood special education, and early intervention
- Are aware of resources, range of services, and program and transition options available to children and families
- Implement procedures for supporting families in decision making
- Support families in becoming advocates for their children
- Collaborate with related service professionals within a variety of settings (e.g., classroom, home, agencies, etc.)

VI. OBJECTIVES

At the end of this course, B-K Professionals will:

- Be able to use their knowledge of children and their families to plan meaningful learning experiences for birth through kindergarten children.
- Be able to create strategies for relating effectively to families from diverse backgrounds and different family structures and needs.
- Be able to communicate effectively with parents, especially as it relates to their children's learning and achievement.
- Develop effective programs that encourage parent participation.

VII. COURSE OUTLINE:

Module One

- A. Chapter One - Home, School, and Community Influences on Children's Lives
 - 1. Children's Perceptions and Attitudes
 - 2. Age Levels and Influences
 - 3. Media Influences
 - 4. Special-Interest Group Influences
- B. Chapter Two - Historical and Philosophical Perspectives
 - 1. Overview of Philosophical Perspectives
 - 2. Family as a Significant Educational Force
 - 3. Community as a Significant Educational Force
 - 4. Children with specific Needs
 - 5. Multicultural Emphasis

Module Two

- C. Chapter Three - Viewing Family Diversity
 - 1. Different Types of Families
 - 2. Social Factors Relating to Families
 - 3. Socioeconomic Status of Families
 - 4. Families with Children with Special Needs
 - 5. Religious Orientations
- D. Chapter Eight - Curriculum of the Home
 - 1. Learning Roles and Responsibilities
 - 2. Physical Environment of the Home
 - 3. Home Learning
 - 4. Grandparents Provide a Curriculum
 - 5. Home Schooling

Module Three

- E. Chapter Ten - Curriculum of the Community
 - 1. Community Structure Affects Curriculum
 - 2. Physical, Social, and Emotional Environments in the Community
 - 3. Interactions Among Community Agencies, Families and Schools

- F. Chapter Eleven - Strategies for Working Together
 - 1. Establishing Relationships with Parent
 - 2. Establishing Ongoing communication with Parents
 - 3. Parents in the Schools
 - 4. Community Involvement
 - 5. Working with Selected Families
 - 6. Handling Collaborative Relationships

Module Four

- G. Chapter Six - Including Children with Disabilities
 - 1. Competent Families
 - 2. Effective Schools
 - 3. Effective Communities
 - 4. Effective Partnership

- H. Chapter Nine - Curriculum of the School
 - 1. Overall Program of the School
 - 2. Preschool and child Care Programs
 - 3. Curriculum Orientations
 - 4. Organizing Schools
 - 5. Curriculum Forms
 - 6. Results of School Educative Processes

VIII. COURSE REQUIREMENTS:

- Read all textbook assignments and complete homework
- Participate in all class activities and Discussion Forums
- Successfully pass all assessments (4)

IX. GRADING:

Assignments and their weights are posted in the Blackboard Grade Center.

100 - 90 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

BELOW 60 = F

X. REFERENCES:

Glasgow, N. & Hicks, C. *What successful teachers do in diverse classrooms.* Thousand Oaks, CA. Corwin Press. 2006

Gordon, Ann. *Guiding Young Children in a Diverse Society.* Boston: Allyn and Bacon, 1996.

Jenson, Mary A. and Mary Anne Hannibal. *Issues, Advocacy, and Leadership in Early Education, 2nd Edition.* Boston: Allyn and Bacon, 2000.

Use the Internet for additional resources.