



ED105 Family Partnership in Early Childhood, 3 Credits

Course Information (Meeting Space, Time, and Schedule)

Meeting Space (This Will Change Depending on the Semester)

This hybrid course meets in room 21 in the Mother of Perpetual Help Hall building. On our face-to-face days, you can attend remotely via Zoom or watch the class recording after it is posted. Please attend face-to-face or remotely via Zoom during our face-to-face meeting to maximize your learning experience and increase your opportunity for success within the course. To help me plan for the week's meetings, please let me know how you will attend each week by sending me a message via the Canvas inbox.

Class Time (This Will Change Depending on the Semester)

This course meets for 75 minutes weekly on Tuesdays and Thursdays from 9:25 to 10:40 a.m. During our class meetings, we can engage in deep conversation around the week's chosen topic and expand our knowledge as future and practicing practitioners. Feel free to bring a beverage or light snack to class.

Schedule

As a hybrid course, we will have a combination of face-to-face and online sessions. During our face-to-face week, we will meet at the scheduled location and time. In addition, there may be times when we will meet via Zoom on those days. Here is a list of our scheduled **face-to-face days** during the semester:

- Place Dates Here

On our **online days**, you will have presentations to review in the module's presentation tab and several assignments to complete during the week. Here is a list of our scheduled online days during the semester:

- Place Dates Here

Note: This schedule may need to be adjusted due to special events on campus, travel, or meetings I may need to attend. I will send an announcement and adjust the syllabus when the schedule changes.

Course Description and Prerequisites

Course Description

This course will provide students with an overall of family systems and the central role families play in children's development in the early childhood years, 0-9. Students will gain an understanding of the legal rights of families within the general and special education process, as well as knowledge of laws relating to family and student confidentiality. Students will develop strategies for becoming cross-culturally competent, including identifying potential barriers to partnerships and methods of maintaining meaning, ongoing communication with families regarding a child's development and learning.

This course is a required course in the Early Childhood Program and aligns with the following National Association for Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation and Pennsylvania Department of Education (PDE) Standards for Pre-K-4th Grade-Chapter 49-2 Regulations.

Prerequisites

None

Instructor Information (Ways to Engage with Your Instructor)

Instructor Name and Pronouns

My name is Dr. Cherie Crosby-Weeks, and I am your instructor for this course. My pronouns are she and her. Please call me Dr. Crosby-Weeks, Dr. CCW, or Cherie.

Best Way to Contact Your Instructor

We must build a positive relationship during this course. The best way to contact me is via the Canvas inbox (for course-related questions) or by phone (insert number). If you have a question related to non-course, please use my Manor email, ccrosby@manor.edu.

Remember, when sending messages via email, include a subject line that addresses the body of the message and references our course and the assignment you may have a question about.

Hope to See You During Office Hours

Throughout the semester, I have office hours (in-person and/or virtual) each week. Office hours are a great time to visit me to discuss questions you may have about the course, review a draft of an upcoming assignment, ask questions about your major, or stop by to talk about the events of the day. Below is the list of my office hours when I am on campus:

- Tuesdays and Thursdays 11-12 pm and 3-4 pm
- Wednesdays, 10-2 pm
- Via Email Only Mondays 2-4 pm

If you need virtual office hours during my scheduled face-to-face office hours, message me via the Canvas inbox, and I will send you a link for virtual meetings.

Inclusive Instructor Statement (Revised)

Welcome to our learning community! I'm Dr. Cherie Crosby-Weeks, and I am committed to fostering an inclusive, respectful, and supportive classroom environment where every student feels valued and empowered to grow. Understanding our diverse backgrounds and lived experiences enriches our learning and helps us build stronger, more inclusive communities.

I bring to our classroom my journey—growing up across several states, earning degrees in Early Childhood and Elementary Education, Curriculum and Instruction, and K-12 Studies, and being shaped by the love and support of my family, including my husband Matt, our rescue cat KoKo, and my late parents. I share this with you because I believe in the power of connection and mutual understanding.

Our classroom will focus on three guiding principles: inspiring growth, honoring our commonalities and differences, and practicing respectful communication. I aim to create a safe space where you can take risks, learn from mistakes, and contribute meaningfully to discussions. Your unique perspectives matter: I encourage you to bring your whole self to our shared learning experience. For this reason, I respect any pronouns that you would like to be addressed by as well as the unique experiences you bring to the classroom.

Inclusive practices are central to how we engage with one another. I respect and support neurodiverse learners, prioritize health and wellness, and honor your preferred names and pronouns. I strive to model professionalism and mutual respect, and I expect the same from all of us. I will communicate clearly and respectfully, and I ask that you do the same, with me and each other.

I align my teaching with Manor's Mission, Vision, Core Values, and Solidarity Statement. I am committed to using inclusive language and practices in all aspects of our course. I am here to support you—not just academically but as a whole person. Please don't hesitate to reach out if you need anything.

Together, we are a work in progress, and I look forward to learning and growing with you.

Linguistic Diversity Statement (New)

In my courses, I honor and respect each student's rich linguistic diversity. I recognize that language is deeply tied to identity, culture, and lived experience, and I encourage you to express yourself in ways that reflect who you are. All dialects, accents, and language varieties are welcome here, and I view them as assets to our learning community. I will strive to use inclusive

and accessible language in my teaching and communication, and I invite you to do the same. Together, we will create a space where all voices are heard, valued, and respected.

Diversity and Accessibility Statement

The BEPS division values the perspectives of individuals from all backgrounds, reflecting the diversity of our students. We broadly define diversity as race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. We strive to make this classroom and this division an inclusive space for all students.

As your instructor, I am committed to fostering a classroom where all students, regardless of race, gender identity, national origin, ability, or background, feel seen, respected, and supported. I strive to create an inclusive learning environment that values diverse perspectives and ensures equitable access to meaningful educational experiences for everyone.

Required Student Resources

Required Text/Readings:

Gestwicki, C. (2016). Home, school, and community relations (9th Edition). ISBN: 978-1-305-08901-3

Optional Text/Readings:

As assigned.

Learning Objectives

Consistent with the Mission of Manor College, this course will prepare students to

- Effectively engage with families in diverse settings using current models for family engagement.
- Identify and utilize appropriate support for children and families in transition, including families undergoing separation, divorce, remarriage, death, military deployment, prison, and foster care.
- Effectively assist children and families in overcoming obstacles that families may face, including poverty, homelessness, violence, chronic illness, natural disasters, and trauma.

Course Learning Objectives: A student completing this course will

- effectively communicate in written and oral forms through discussion forums, writing a diversity paper, conducting a teacher interview, and developing a community resource guide, scoring 80% or better on assignment rubrics.
- demonstrate their understanding of professional ethics and values by showing their knowledge of diversity and family partnership topics by scoring 80% or better on course quizzes.
- demonstrate their knowledge of gathering and assessing information regarding family partnerships by finding resources to support quality family and community partnerships and the creation of a community resource guide, scoring 80% or better on the assignment rubric.

The General Education Learning Objectives reinforced (R) or addressed (A) in this course:

- Effective Communication (R)
- Conceptualization and Analysis (R)
- Personal, Social, and Ethical Responsibility (R)
- Appreciation of Culture and Diversity (R)

[Common Ground Framework](#) Cultural Awareness Competencies Addressed in Course:

- **Competency 1:** Reflect on One's Cultural Lens (A through D)
- **Competency 2:** Identify, Understand, and Take Steps to Address Cultural Bias in the System (A, B, E, and F)
- **Competency 3:** Design and Facilitate Cultural Awareness that Brings Experiences into Educational Spaces (A through D)
- **Competency 6:** Collaborate with Families and Communities through Authentic Engagement Practices (A through F)
- **Competency 7:** Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families (A through D)
- **Competency 9:** Educate Oneself About Comments or Actions that Subtly and Often Unconsciously or Unintentionally Express a Prejudiced Attitude and their Impact on Diverse Learners, Educators, and Families (A through F)

Learning Opportunities and Assessment Measures

Within our course, you will find that you will be engaged in many learning opportunities. These opportunities will help you show that you have developed proficiency in course concepts and critical skills that will support you professionally. You must understand the learning opportunities and how they will be assessed.

In-Class & Online Activities and Discussions

Students will have numerous in-class discussions on building the bridge between school, families, and the community. This will include reviewing several case studies and connection activities within the text, which rubrics will assess. **Assessment Measure:** Lecture Review and Participation Rubric and Discussion Forum Rubric

Lectures

Students will participate in a course lecture each week. They will be tested three times during the semester and assessed through quizzes. **Assessment Measure:** 80% on Exams and Quizzes

Diversity Paper

Students will explore their journey through diversity and their understanding of what diversity means regarding course topics, which a rubric will assess. **Assessment Measure:** Diversity Paper Rubric

Teacher Interview

Students will interview one teacher or administrator of a school and gather information to create a community resource guide for the program in which the teacher or administrator works—assessed by rubric. **Assessment Measure:** Teacher Interview Rubric

Community Resource Guide

Based on information collected in the teacher interview assignment, students will create a community resource guide for the program in which a teacher or administrator works to include resources of need within the guide. The guide will be assessed using a rubric. **Assessment Measure:** Community Resource Guide Rubric

The Final Project

This assignment requires students to design and plan a family event in the community and write a paper on how the event supports family partnerships with schools and the community. It is assessed using a rubric. **Assessment Measure:** Final Project Rubric

Evaluation Procedures and Grading Criteria

Outcome Proficiency

As you work through your learning opportunities and complete key course assignments, you are expected to achieve 80% or better on the following assessments to show proficiency toward course outcomes. Remember you have two attempts before the assignment officially closes for submissions. I encourage you to take your second attempt when you achieve less than 80% to maximize your learning and improve your overall end-of-term grade.

- Discussion Forums
- Community Resource Guide
- Teacher Interview
- Diversity Paper
- Final Project
- Quizzes and Final Exam

The following course rubrics assess learning opportunities and course assignments. A copy of each rubric can be found in the important course information section under the "**Course Rubrics**" section.

- Community Resource Guide Rubric
- Teacher Interview Rubric
- Diversity Paper Rubric
- Final Project Rubric
- Discussion Forum Rubric

Course Expectations for Moving through Modules and Completing Engagement Activities and Assignments

Course Readings and Other Assigned Readings

It is important to remember that completing the course readings before attending class is essential to your success. When you complete the course readings, including any other assigned tasks, they are more prepared for classroom discussions. In addition, they can actively participate in classroom activities and assignments outside the classroom.

Course Modules

This course utilizes a modular format, and I recommend you follow the module's flow and complete all activities and assignments in order. If you only use the to-do list and course calendar to engage in the course, you may need clarification about what is happening and what is due during the week. Use the to-do list and course calendar to preview the week and determine whether or not you have completed all of the activities and assignments due during the week.

Quiz and Exam Policy and Academic Dishonesty

You are allowed two attempts to take an exam or quiz before the exam or quiz closes in Canvas. Make-up exams must occur within one week of the original exam opening date.

Looking up answers online, using AI, or reading within the course textbook is considered academic dishonesty and violates Manor College's Academic Integrity Policy. The following resource will help prevent you from being involved in academic cheating during an exam: [Maintaining Your Integrity & Ensuring Success](#).

Late Assignments

You should schedule to accommodate your school, work, and life schedule to ensure you complete all course activities and assignments on time. When you complete assignments and tasks within the course not on time, you delay the potential feedback from your instructor that will assist you in future assignments and increase the likelihood that you will not do well in the course.

Within the education courses at Manor College, we help you develop skills you can model for future students you will teach. One skill that will help you grow is maintaining a schedule that will minimize the times you submit work late. Although, there will be times in life when this is not possible. Our current practice is as follows as it relates to submitting late assignments:

- Every day an assignment is late, one point will be deducted until the 20th day of lateness. If you must submit an assignment or two late due to a conflict or disruption to your time management plan, limit it to a few days and never 20 days late.
- It is best practice to communicate with your instructor if you may be submitting an assignment late. You should alter me through the Canvas inbox, stating which assignment may be late. Engaging in this practice does not mean that your instructor will remove the late points, as this is at our discretion.
- When you have two attempts at an assignment, completing it on time is better and using your second attempt to make corrections if you do not earn the desired grade.

Rubrics

For several assignments, you will be provided with a rubric. A rubric serves two purposes:

- It shows you the criteria used to grade the assignment.
- It provides critical information to support you in achieving the highest grade possible.

It is essential that you read all rubrics before preparing an assignment for submission. If you have any questions about any assignment rubric, it is best to contact me several weeks before the assignment is due to ensure that you have enough time for revisions.

Submitting and Formatting for Assignments, Papers, Turnitin, and Plagiarism

Unless otherwise specified, all assignments must be typed and submitted via the Canvas assignment tab. Acceptable submission formats include a Word document, PDF, or a Google Drive doc, and audio recording or visual (when specified).

I will grade papers on content, written expression, and format, i.e., organization, grammar, spelling, and references. Therefore, all submissions should be typed, double-spaced, and in 12-point font. If the structure of a written assignment meets the specified standards, you will be asked to resubmit.

All major papers will be run through, or you will submit the assignment through Turnitin. Turnitin is a plagiarism software that detects academic dishonesty that breaches Manor College's Academic Integrity policy. Turnitin provides both the instructor and the student with a report upon submission. Any suspected cases of academic dishonesty are addressed using the guidelines of Manor College's Academic Integrity policy. A copy can be found in the **Important Course Information** section of the course as well as in the student handbook.



Please review the Turnitin reports after submitting your assignments. The report will better understand how you properly cite citations within your paper and provide information on your overall grammar, mechanics, and spelling.

Please note that an assignment submitted through Turnitin will only allow one submission. If you are resubmitting an assignment, don't hesitate to contact me on how to resubmit an assignment for a second attempt or the submission of the wrong assignment. It is recommended that assignments that require a paper and another document be combined into one Word or Google Doc document. If you need help with this, contact your program director or me.

AI Policy for Responsible Use in Academic Settings

Introduction: Artificial Intelligence (AI) is a tool many of us use to enhance our learning and improve efficiency in academic settings. AI can be beneficial for tasks such as crafting emails or improving resume descriptions [2]. However, it is crucial to understand the importance of responsible AI use, especially regarding academic assignments.

Responsible AI Use: While AI can provide helpful information and suggestions, it is essential to engage in critical thinking, research, and analysis to develop your ideas and arguments. Relying solely on AI-generated content for academic assignments is not advisable, as it does not reflect your original work but rather the work of the AI tool. Additionally, submitting AI-generated content without proper citation or attribution breaches Manor's Academic Integrity Policy. [1]

Assignments Where AI Use is Permissible and Not Permissible in this Course:

Permissible:

- Crafting an email or email response to peer or professor
- Drafting initial outlines for essays
- Generating topic ideas for research papers [1]
- Checking grammar and spelling in written assignments [5]
- Creating study guides or summaries of course materials
- **Community Resource Guide:** Students can use AI to develop their Community Resource Guide only, this excludes the summary.

Not Permissible:

- Writing entire essays or research papers [1]
- Completing problem sets or mathematical computations
- Generating lab reports or scientific analyses [4]
- Creating original artwork or creative writing pieces
- Discussion Forums
- Exams
- Lecture Review Assignments
- Class and Cengage Assignments

Recommended AI Tools:

- Microsoft Co-Pilot
- Gemini
- MagicSchool.AI

Other useful AI tools for college settings:

- Grammarly (for grammar and spelling checks) [5]
- QuillBot (for paraphrasing and summarizing)

Conclusion: Using AI as a supplementary tool rather than a primary source for academic assignments is advisable. It should never be used in an assignment's final submission unless explicitly stated in the assignment instructions and syllabus. Develop your ideas and arguments through critical thinking and original research. Always adhere to Manor's Academic Integrity Policy and use AI responsibly.

Sources

- [ScienceDirect](#) - Using artificial intelligence in academic writing and research
- [kahnlitwin.com](#) - Using AI to Optimize Your Resume: Pros and Cons - KLR
- [ISO](#) - Building a responsible AI: How to manage the AI ethics debate
- [National Institutes of Health \(.gov\)](#) - The Potential and Concerns of Using AI in Scientific ...
- [MIT Sloan](#) - Job seekers with AI-boosted resumes more likely to be hired
- [IBM](#) - The Benefits and Importance of Responsible AI

Any assignment may be run through AI detection software to identify the unauthorized use of AI in completing an assignment, discussion forum, or quiz. As stated in the student handbook and course catalog, this will be considered a breach of Manor College's Academic Integrity Policy.

Grading Scale

- A or 4.0 (Honors 5.0)/94-100
- A- or 3.67 (Honors 4.67)/90-93
- B+ or 3.33 (Honors 4.33)/87-89
- B or 3.0 (Honors 4.0)/83-86
- B- or 2.27 (Honors 3.67)/80-82
- C+ or 2.33 (Honors 3.33)/77-79
- C or 2.00 (Honors 3.00)/73-76

- C- or 1.67 (Honors 2.67)/70-72
 - D or 1.00 (Honors 2.00)/63-69
 - F or 0 (Honors 0.00)/0-62
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Grade Distribution and Final Grade Calculation

- Weekly Participation/15% of Grade
- Cengage Activities and Discussion Forums/15% of Grade

Quizzes and Final Exam (15% of Grade)

- Quiz # 1 (Ch. 1 through 5)
 - Quiz # 2 (Ch. 6 through 9)
 - Final Exam-Quiz # 3 (Ch. 10 through 15)

 - Diversity Paper/10% of Grade
 - Teacher Interview Paper/15% of Grade
 - Community Resource Guide/15% of Grade
 - Final Project/15% of Grade
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Attendance Policy

As a hybrid course, you are expected to participate and attend all classes. You have three options for attending each session:

1. In-person (F2F)
2. Via Zoom
3. By watching the recording (attending online). If you are taking this option, you must alert your instructor. If you need this option for work, please alert the program director, Dr. Cherie Crosby-Weeks, and your instructor.

If you do not attend in one of these ways, you must watch the class recording on Echo360 before Saturday. Class attendance is part of the grading process for this course.

Weekly Course Summary

Module 1-Week 1/A Day in the Life of Families/Face-to-Face

- **Reading:** Chapter 1
- **Assignments** (See Canvas for Due Dates):

- o Cengage Assignments
- o Week 1 Lecture Review and Attendance Assignment
- **Instructional Hours:** 3 hours

Module 1-Week 2/Engagement, Theories, and Supporting Families/Online

- **Reading:** Chapter 2
- **Assignments** (See Canvas for Due Dates):
 - o Cengage Assignments
 - o Discussion Forum 1
 - o Week 2 Lecture Review and Attendance Assignment
- **Instructional Hours:** 3 hours

Module 1-Week 3/Engagement, Theories, and Supporting Families/Zoom

- **Reading:** Chapter 3
- **Assignments** (See Canvas for Due Dates):
 - o Cengage Assignments
 - o Week 3 Lecture Review and Attendance Assignment
- **Instructional Hours:** 3 hours

Module 2-Week 4/Family Partnerships, Microaggressions and Protective Factors/Online

- **Readings:** Chapter 4
- **Assignments** (See Canvas for Due Dates):
 - o Cengage Assignments
 - o Discussion Forum 2
 - o Week 4 Lecture Review and Attendance Assignment
- **Instructional Hours:** 3 hours

Module 2-Week 5/Benefits and Barriers to Teacher-Family Partnerships/Face-To-Face

- **Readings:** Chapter 5
- **Assignments** (See Canvas for Due Dates):
 - o Cengage Assignments
 - o Week 5 Lecture Review and Attendance Assignment
- **Instructional Hours:** 3 hours

Module 2-Week 6/Foundations of Successful Partnerships/Online

- **Readings:** Chapter 6
- **Assignments** (See Canvas for Due Dates):
 - o Cengage Assignments
 - o Discussion Forum 3
 - o Quiz 1 (Chapter 1 through 5)
 - o Week 6 Lecture Review and Attendance Assignment

- **Instructional Hours:** 3 hours

Module 3-Week 7/Establishing Good Beginnings with Families and Children/Meet Via Zoom

- **Readings:** Chapter 7
- **Assignments** (See Canvas for Due Dates):
 - Cengage Assignments
 - Week 7 Lecture Review and Attendance Assignment
- **Instructional Hours:** 3 hours

Module 3-Week 8/Spring Break

Module 3-Week 9/Developing Informal Communication with Families/Face-to-Face

- **Readings:** Chapter 8
- **Assignments** (See Canvas for Due Dates):
 - Cengage Activities
 - Discussion Forum 4
 - Week 9 Lecture Review and Attendance Assignment
- **Instructional Hours:** 3 hours

Module 3-Week 10/Parent-Teacher Conferences/Online

- **Readings:** Chapter 9
- **Assignments** (See Canvas for Due Dates):
 - Cengage Activities
 - Week 10 Lecture Review and Attendance Assignment
- **Instructional Hours:** 3 hours

Module 4-Week 11/Families in the Classroom/Face-to-Face

- **Readings:** Chapter 10
- **Assignments** (See Canvas for Due Dates):
 - Cengage Activities
 - Quiz 2 (Chapters 6 through 9)
 - Week 11 Lecture Review and Attendance Assignment
- **Instructional Hours:** 3 hours

Module 4-Week 12/Educating Families, Protective Factors, Implicit Bias and Trauma/Online

- **Readings:** Chapter 11
- **Assignments** (See Canvas for Due Dates):
 - Cengage Assignments
 - Teacher Interview

- o Week 12 Lecture Review and Attendance Assignment
- **Instructional Hours:** 3 hours

Module 5-Week 13/It Takes a Full Village/Face-to-Face

- **Readings:** Chapter 12
- **Assignments** (See Canvas for Due Dates):
 - o Cengage Assignments
 - o Community Resource Guide
 - o Week 13 Lecture Review and Attendance Assignment
- **Instructional Hours:** 3 hours

Module 5-Week 14/Working with Families with Diverse Backgrounds/Online

- **Readings:** Chapter 13
- **Assignments** (See Canvas for Due Dates):
 - o Cengage Assignments
 - o Week 14 Lecture Review and Attendance Assignment
- **Instructional Hours:** 3 hours

Module 5-Week 15/Working with Families in Particular Circumstances and Resolving Challenging Attitudes and Behaviors/Face-to-Face

- **Readings:** Chapter 14
- **Assignments** (See Canvas for Due Dates):
 - o Cengage Assignments
 - o Final Project
 - o Week 15 Lecture Review and Attendance Assignment
- **Instructional Hours:** 3 hours

Module 5-Final Exam

- Quiz 3-Final Exam

This syllabus is subject to change at the instructor's discretion based on the class's learning needs. Students are responsible for any changes announced in class or otherwise communicated to them in writing.