



L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

Outcomes	Assessments – How it is met & When it is met
1. Explain why collaborations between social settings affect children’s development and success in school.	Chapter Terms Review: Weeks 2, 3, 4, 5, 7, 8, 11, 12, & 13 Class Activity: Weeks 2, 4, 7, 9, & 15 Reflective Journal: Weeks 6, 12 & 14 Mid Term: Week 6 Final: Week 16
2. Identify the social and economic characteristics of family households that affect learning.	Chapter Terms Review: Week 4 Class Activity: Week 4 Reflective Journal: Weeks 6 & 12 Mid Term: Week 6
3. Describe how parents, teachers, and community members collaborate to focus on the importance of parents as the child’s teachers.	Chapter Terms Review: Weeks 12 & 13 Class Activity: Week 13 Reflective Journal: Week 14 Final: Week 16
4. Identify the different socio-economic factors that cause change in family households where children are being raised.	Chapter Terms Review: Weeks 3, 4, 6, & 11 Class Activity: Weeks 4 & 13 Research Paper/Presentation: Week 15 Reflective Journal: Week 6 Mid Term: Week 6 Final: Week 16
5. Describe changes in parental characteristics and roles and methods of collaborating effectively with parents	Chapter Terms Review: Weeks 3, 4 & 6 Class Activity: Weeks 2, 3 & 4 Reflective Journal: Week 6 Mid Term: Week 6
6. Discuss the importance of collaboration with communities and families and the identification of community resources	Chapter Terms Review: Weeks 7, 11, 12 & 13 Research Paper/Presentation: Week 15 Class Activity: Weeks 11, 12 Cultural Video Project: Week 11 Reflective Journal: Weeks 6 & 12 Final: Week 16
7. Explain how early childhood professionals can advocate for a child within the scope of existing laws and policies.	Chapter Terms Review: Weeks 11, 12 & 13 Class Activity: Weeks 11 & 13 Reflective Journal: Week 14 Final: Week 16
8. Explain what families can do to promote student learning.	Chapter Terms Review: Weeks 2, 8 & 10 Class Activity: Weeks 2 & 8 Reflective Journal: Weeks 6 & 12 Mid Term: Week 6 Final: Week 16

Outcomes	Assessments – How it is met & When it is met
9. Describe how rapport with families and community organizations and agencies affect the quality and amount of learning that children derive from them.	Chapter Terms Review: Weeks 7, 8 & 10 Class Activity: Weeks 7 & 8 Reflective Journal: Weeks 12 & 14 Final: Week 16
10. Define family and community involvement levels in developing optimal learning experiences	Chapter Terms Review: Week 11 Class Activity: Week 11 Reflective Journal: Week 14 Final: Week 16
11. Describe school and community characteristics and partnerships that affect students' well being	Chapter Terms Review: Weeks 5 & 13 Class Activity: Week 13 Reflective Journal: Week 14 Final: Week 16

M. Recommended Grading Scale:

NUMERIC	GRADE	POINTS	DEFINITION
93–100	A	4.00	Superior
90–92	A-	3.67	Superior
87–89	B+	3.33	Above Average
83–86	B	3.00	Above Average
80–82	B-	2.67	Above Average
77–79	C+	2.33	Average
73–76	C	2.00	Average
70–72	C-	1.67	Below Average
67–69	D+	1.33	Below Average
63–66	D	1.00	Below Average
60–62	D-	0.67	Poor
00–59	F	0.00	Failure

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.\* Every student brings different experiences to the College, and all are important in enriching academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences. Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

\* *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

**Important information regarding College Procedures and Policies can be found on the syllabus supplement located at**

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-081b.pdf>



**North Central State College**  
**SYLLABUS ADDENDUM**

<b>Academic Division:</b> <u>Liberal Arts</u>	<b>Discipline:</b> <u>Education</u>
<b>Course Coordinator:</b> <u>Danielle Reith, M.Ed.</u>	
<b>Course Number:</b> <u>EDUT-2090-921</u>	<b>Course Title:</b> <u>Families, Communities &amp; Schools</u>
<b>Semester / Session:</b> <u>Spring 2026 / Session B</u>	<b>Start / End Date:</b> <u>3/16/2026 – 5/8/2026</u>

**Instructor Information**

<b>Name:</b> <u>Danielle Reith, M.Ed.</u>	<b>Credentials:</b> <u>Master’s degree in early childhood education</u>
<b>Phone Number:</b> <u>419-755-5651</u>	<b>E-Mail Address:</b> <u>dreith@ncstatecollege.edu</u>
	<u>Tue 11a-1p, Thu 8:30a-11:30a &amp; as requested.</u>
	<u>Contact me to coordinate an on-campus or Zoom meeting.</u>
<b>Office Location:</b> <u>078 Fallerius</u>	<b>Office Hours:</b> <u>meeting.</u>

**I. Topical Timeline / Course Calendar (Subject to Change):**

**\*\*Disclaimer\*\*** Please note that the Master Syllabus for this course is currently undergoing revisions. As a result, some assignment dates listed there may be inaccurate. For this semester, we will follow the timeline and due dates outlined below:

Weeks	Topics	Assignment	Due Date
1	Introduction and Overview Home, School, and Community Influences	Readings: Chapter 1 & 2 Introduction Discussion ( <i>due 3/18/26</i> ) Scavenger Hunt Quiz ( <i>due 3/18/26</i> ) Chapter 1 & 2 Terms Reviews Chapter 1 & 2 Assignments	3/18/26 & 3/20/26
2	Student Diversity Viewing Family Diversity Understanding Roles & Experiences of Parents	Readings: Chapter 3 & 4 Chapter 3 & 4 Terms Reviews Chapter 1 & 2 Assignments Chapter 3/4 Assignment Topic for Research Paper	3/27/26
3	Early Learning and Child Care: Infancy through School Age Working with Families of Children with Disabilities	Readings: Chapter 5 & 6 Chapter 5 & 6 Terms Reviews Chapter 5 & 6 Assignments Chapter 5/6 Assignment	4/3/26
4	Concerns about Quality Care Building Effective Partnerships	Readings: Chapter 7 & 8 Chapter 7 & 8 Terms Reviews Chapter 7/8 Assignments	4/10/26
5	Midterm Checkpoint	Midterm Exam Research Paper Outline	4/17/26
6	Communication Strategies for Collaboration Establishing & Maintaining Collaborative Relationships	Readings: Chapter 9 Chapter 9 Terms Review Chapter 9 Assignments	4/24/26
7	Building Partnerships with Families & Community Groups	Readings: Chapter 10 & 11 Chapter 10 & 11 Terms Reviews Research Paper	5/1/26
8	Final	Chapter 10/11 Assignment Final Exam	5/8/26

## II. Grading and Testing Guidelines:

### Final Grade Calculation

Activity	Qty	Points	Percentage
Chapter Terms Reviews	10	129	14%
Chapter Assignments	16	475	51%
Discussions	1	10	1%
Exams/Quizzes	3	215	23%
Research Paper	1	100	11%

#### 1. Chapter Terms Reviews

- a. Short assignments where students review key terminology from assigned chapters. These assignments help reinforce understanding of essential educational concepts and vocabulary.

#### 2. Chapter Assignments

- a. Short written tasks that apply chapter concepts to real-world scenarios. These questions are designed to reinforce key concepts, connect theory to practice, and prepare students for classroom application.
- b. Chapter Assignments/Responses are submitted to the instructor only, other students in the class will not have access unless noted on the assignment.

#### 3. Discussions

- a. Discussion posts are intended to be interactive. All students enrolled in the course will be able to see other students' posts.
- b. There is no required length for discussion board posts, although students should thoroughly and thoughtfully respond to any question or topic presented.
- c. In every discussion board assignment, students are required to complete one post and respond to at least one other student's post.

#### 4. Exams/Quizzes

- a. Students will complete a series of assessments throughout the course, including an introductory activity, a midterm, and a final exam. These are designed to reinforce course content and evaluate overall understanding of course content.

#### 5. Research Paper

- a. A culminating assignment that explores a topic relevant to education. This includes submitting a topic proposal, outline, and final paper.

## Academic Integrity and AI

Many tools and resources exist to help and support students in their academic careers. Students who use Generative AI (ChatGPT, Copilot, Gemini) are expected to use it responsibly and ethically: as a supplement to their own knowledge and ideas, not to provide complete answers to assignments. AI is a powerful tool, but it is not flawless. AI tools can sometimes provide inaccurate or outdated information. Students are responsible for ensuring the accuracy of any information or responses generated by an AI tool. *Students may not submit any work completely generated by AI as their own.* If you include material generated by an AI tool, it should be cited like any other reference material.

As always, students are expected to adhere to NCSC Institutional policies and procedures, including the Academic Integrity (Plagiarism, Cheating, and AI) Policy. Here is a link to the entire policy:

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-65.pdf>

Any questions about coursework should be directed to your course instructor. Violations of this policy are handled through the Academic Integrity Procedure which can be found here:

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-65.pdf>

### III. **Examination Policy:**

1. Exams are to be completed by the assigned due date and time. Should a student have a need to adjust an exam due date, PRIOR arrangements can be made with the instructor. Students who do not correspond with the instructor about alternate exam arrangements will be subject to a 10% exam score deduction.
2. The reasons for which a student will be excused from taking an examination may include:
  - a. Hospitalization (with documented verification)
  - b. Death in the immediate family (with documented verification)
  - c. Personal illness or illness in immediate family - (doctor's excuse required)
3. A student who misses an examination for any reason is responsible for contacting the instructor.

### IV. **Class Attendance and Homework Make-Up Policy:**

1. Students are required to make posts to discussion boards, complete chapter assignments, take exams, and submit other course assignments by indicated due dates, serving as a means of monitoring who is actively “attending” class. Students who do not log into the course and submit the required assignments on a regular basis may be reported for non-attendance.
2. Students are responsible for contacting their instructor regarding any issues with completing course assignments. Whenever possible, students should contact the instructor prior to assignment due date.
3. Late work policy: Assignments are due by 11:59 PM on the posted due date. If an assignment is submitted late without prior communication, 2.5% will be deducted for each day it is late.

### V. **Classroom Expectations:**

All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience. Behavior in the classroom (this includes online classroom formats) should convey respect for your classmates and the instructor; and foster an atmosphere conducive to learning.

1. Use proper grammar and spelling in your discussion posts, emails, messages and papers.
  - a. You should write complete sentences, capitalize the first word of every sentence, and utilize proper punctuation. For instance, the word “I” is always capitalized, so don’t just type “i”.
2. Things you should avoid:
  - a. It is not acceptable to use slang (e.g. “sup” or “yo”)
  - b. Omit all profanity from your online course interactions. Similarly, do not use symbols to represent expletives (#\*%\$!\*)
  - c. No texting abbreviations - use complete and standard spelling.  
Examples: - Instead of using “u”, type out “you”  
- Instead of using “r”, type out “are”  
- Instead of using “atm”, type out “at the moment”