COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EEC 3402</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td></td>
</tr>
<tr>
<td>Course Title:</td>
<td>Family Structures and Practices</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
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</tr>
<tr>
<td>Course Credit:</td>
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<td>Course Hours:</td>
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<td>College:</td>
<td>Education</td>
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<tr>
<td>Department:</td>
<td>Elementary Education</td>
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<tr>
<td>Faculty Name:</td>
<td>Gwendolyn Dixon</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>SJ 3780</td>
</tr>
<tr>
<td>Office Location:</td>
<td>GEC-B 201-A</td>
</tr>
<tr>
<td>Telephone:</td>
<td>599-3152</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:Gwendolyn.dixon@famu.edu">Gwendolyn.dixon@famu.edu</a></td>
</tr>
</tbody>
</table>

Office Hours
| Monday 3:00-5:00 P | Tuesday 8:30-9:30 A | Wednesday 8:30-9:30 A | Thursday 8:30-9:30 A | Friday | Saturday |

Course Description
This course is designed to provide students with a knowledge base to understand and work effectively within a context of different family structures and needs. It emphasizes the importance of culture, value, and child rearing practices in early development. The critical issues facing families and diverse methods that families use to deal with these issues are covered. Field Experience required.

Course Purpose
The conceptual framework which guides the work in this Department is heavily tied to integrative education principles and thinking, which results in the development of the “Exemplary Professional.” The conceptual framework is grounded in a combination of directed constructivist, developmental, and social learning theories derived from the writings of systems theories such as Asubel and Gagne; philosophers such as John Dewey; social scientist such as W.E.B. DuBois;

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practitioners such as Mary McLeod Bethune and developmental constructivist theorist such as Piaget and Vygotsky. Florida citizens are demanding accountability from their public schools such that the 1997 Legislature created the Florida System of School Improvement and Accountability which is designed to improve student performance.

The Elementary Education Department strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who are cognizant of and able to help students meet the Florida Sunshine State Standards. To meet this demand, the Elementary Education Department endeavors to provide a quality program through the implementation of an integrative curriculum based on the guidelines and competencies aligned with the Sunshine State Standards, Language Arts Through ESOL, Accomplished Practices, the Florida Adopted Subject Area Competencies, National Association for the Education of Young Children and the National Association for Childhood Education International.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

![Conceptual Framework Diagram]

- CF 1
- Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |

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TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |

VALUES

• CF 3
• Through this focal area, the FAMU professional education candidate will:

| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |

PROFESSIONALISM

• CF 5
• Through this focal area, the FAMU professional education candidate will:

| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |

Academic Learning Compact

#1 FEAP Communication- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively communicate with all children age three through eight and their families.

#2 – FEAP Diversity- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively deal with diversity of all children age three through eight and their families.

#3 FEAP Ethics- Students will have the knowledge, skill, and disposition to adhere to the Professional Code of Ethics for Early Childhood Educators.

#4 FEAP Human Development and Learning Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively plan and facilitate a positive learning environment that supports intellectual, personal, and social development.

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#5 FEAP Learning Environments-Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self motivation.
#6 FEAP – Assessment-Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to assess students and use the data to plan and provide learning activities and evaluate outcomes.
#7 FEAP Critical Thinking-Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to support students in using higher level cognitive skills including problem solving and critical thinking.
#8 FEAP Knowledge of Subject Matter-Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to work with students in the content areas of math, science, social studies, reading, language arts, art, music, movement, and drama.
#9 Role of the Teacher-Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to

**Overall Goals of the Course**

By the end of the semester, students will

1. Demonstrate knowledge of diverse family structures and systems
2. Demonstrate knowledge of diverse family practices, beliefs, needs, and values and their impact on young children's development and education
3. Demonstrate the ability to effectively work with diverse families to include support and advocacy on their behalf

**Specific Behavioral Objectives**

Student will demonstrate knowledge, skill, and disposition regarding:

1. multiple definitions/ descriptions of concept of family, including the evolutionary perspective
2. diverse family structures both formal and informal (kinship, two parent, single parent, grandparent, gay-lesbian, step, blended, others
3. system approaches for studying families
5. recognize the major differences and similarities among the different cultural groups in the United States in terms of family structure and practices
6. socialization practices including childrearing, member role and function belief systems including religion, health care, education, special needs
7. stress and economic factors affecting family functioning
8. practices to assist families in identifying their strengths, resources, and needs.
9. strategies for empowering families designed to help them meet their needs
10. local, state and federal initiatives serving children and their families, including ESOL
11. local, state, and federal resources available to include educational, governmental, economic
12. identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students
13. procedures for advocating on behalf of children and their families.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>Professional Organization</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
<th>ESOL</th>
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<tr>
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<td></td>
<td>2</td>
<td>4,8</td>
<td>5.2</td>
<td>1.1, 2.3</td>
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<td>Family Diversity Article Project</td>
<td>1,4,10,11,12,13</td>
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<td>2,4,5,8</td>
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National and State Standards Addressed in the Course

Professional Organization/Learned Society Standards
NAEYC.3
FAMILY AND COMMUNITY RELATIONSHIPS -- Programs prepare early childhood professionals who:

Florida Educator Accomplished Practices (FEAPs)
FEAP.2
ACCOMPLISHED PRACTICE #2: Communication
FEAP.4
ACCOMPLISHED PRACTICE #4: Critical-thinking
FEAP.5
ACCOMPLISHED PRACTICE #5: Diversity
FEAP.8
ACCOMPLISHED PRACTICE #8: Knowledge of Subject Matter

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills (14th)
5 Knowledge of issues with and strategies for family and community involvement
2. Identify contemporary family systems and how to provide for their needs.

ESOL
1

Topical Outline
I. Historical Perspective of the Family
II. Family System
III. Role and Function of Family
   A. Marriage
   B. Parenting and Childrearing
C. Aging

IV. Diversity in Contemporary Families
   A. Ethnicity, Racism, Culture
   B. Socio-economic
   C. Gender Role Identity
   D. Religiosity
   E. Geographic Region

V. Family Stress
   A. Violence
   B. Abuse
   C. Homelessness
   D. Disability

V. Family Support and Services
   A. Local, State, and National Initiatives
   B. Advocacy

[Teaching Methods]
The instructor utilizes an array of instructional techniques designed to build a foundation of knowledge and skill. Course material will be covered through direct instruction by the instructor and discussion by the students. Audiovisual materials including videotapes, overhead transparencies, powerpoint, and materials will be incorporated in instruction. Students will actively participate in planning and role-playing activities that they will use with families. Students are responsible for course material found in the text, discussions, and outside readings.

Higher level critical thinking and learning will then be facilitated through the application of content in case studies. During field placement, students will apply knowledge in regard to children and families. During clinical practice sessions, specific, real-life examples from students’ field experiences will be presented and discussed.

[Course Evaluation]

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METHODS OF EVALUATION

Assignment       Field Experience

Field Experience will consist of two parts:

1. Family Interview and Genealogy

2. Ethnographic-Ecosystem Case Study (*Article)

Genealogy—the study of the history of families and the line of descent of their ancestors; a pedigree or line of descent that can be traced directly from an ancestor or earlier form, especially that of an individual or family; a chart or table that shows the line of descent from an ancestor or earlier form, especially that of an individual or family

1. Family Interview and Personal Genealogy

You are being asked to interview your own family members as you complete a genealogy. It is expected that you will begin with your oldest living relative and to conduct an interview. It is expected that you will cover a least two generations. Then, you are to move on to other adult family members including mother, father, aunts and uncles, and remaining grandparents, etc. Each interview should reflect in-depth coverage of family history and family functioning. An outline of required components along with suggested questions will be provided to you in class. Utilizing technology, you are also to include a family genogram (which will be present in class).

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<th>Favorable</th>
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<th>Marginal</th>
<th>Unacceptable</th>
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<tr>
<td>Interviews</td>
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<tr>
<td>Narrative</td>
<td>Components</td>
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<tr>
<td>A. Family Composition</td>
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<tr>
<td>Function</td>
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<td>B. Education</td>
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<tr>
<td>C. F &amp; I Support/Resources</td>
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<tr>
<td>D. Economics</td>
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2. Ethnographic-Ecosystem Case Study (*Article) ***Research*** Template to be provided by instructor

**Assignment ** **Cultural Diversity in Families (Group Presentation)**

Conduct research on the identified groups and present to the class in a format of your choice. Each group member is expected to actively participate in covering assigned components: ancestry, characteristics (size, make-up), parenting, views of children (girls, boys), child rearing practices, values, beliefs, customs, roles and responsibilities, religion and/spirituality, views on exceptionality in children, education and home-school relationship. Present information on cultural and linguistic stereotyping that exists in society toward this group. You are encouraged to be as creative as possible. You may invite person(s) from the representative group to participate in your presentation. This project culminates in an APA style paper that is submitted on the day of the presentation. A minimum of four references must be listed on a separate page. The quality of the presentation will also be assessed knowledge of subject matter, poise, confidence, audience engagement, method of presentation including appropriate technology.

Groups:

- African American
- Asian American
- Latino
- Native American
- Caribbean American (Haiti, Jamaica, Santo Domingo...)
- Euro-American

**Group Presentation ** **Cultural Families**

<table>
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<th>Score/Comment</th>
<th>Favorable Comprehensive</th>
<th>Acceptable Clear, detailed response,</th>
<th>Marginal Concise, Minimum response</th>
<th>Unacceptable Does not address, response, inaccurate data</th>
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<tbody>
<tr>
<td></td>
<td>Thorough accurate</td>
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### Assignment: Family Diversity Article Project

You are to conduct research about diversity. Choose one area (ethnicity and race, sexual orientation, blended family, immigrant-ELL, homelessness, or family with a child with special needs) and read at least 5 articles.

**Assignment Instructions:**

- Conduct research on one of the following areas: ethnicity and race, sexual orientation, blended family, immigrant-ELL, homelessness, or family with a child with special needs.
- Read at least 5 articles related to your chosen topic.

**Evaluation Criteria:**

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<th>Response</th>
<th>Percentage</th>
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<tr>
<td>Parenting</td>
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<td>View of Children</td>
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<td>Child Rearing Practices</td>
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<td>Values, Beliefs, Customs</td>
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<td>Views on exceptionality in children</td>
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<tr>
<td>Education and home-school relationship</td>
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<tr>
<td>Impact on child’s development</td>
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<td>Stereotyping</td>
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<tr>
<td>Presentation</td>
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<td><strong>Total</strong></td>
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about this issue and how it impacts families. Include the difficulties families face as well as possible advantages. You will turn in copies of the articles and a one-page summary of each. As a final paper, you are to summarize and reflection on all your findings in a four-five page overall summary. It is expected that you will apply content covered in the course. You will also make a presentation of your findings to the class.

**Grading**

Field Experience

- Family Interview and Genogram (Personal Genealogy) 10% Pts
- Ethnographic- Ecosystem Case Study 20% Pts

Family Diversity Article Project 10% Pts

Cultural Diversity in Families (Group Presentation) 15% Pts

Tests 25% Pts

Final Exam (comprehensive) 20% Pts

The grade distribution is as follows:

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<td>60 – 69 points</td>
<td>D</td>
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EEC 3402 Tenative Topical Calendar

Fall 2009

Couchenour & Chrisman

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Resource</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview, Requirements Introduction: Family</td>
<td>Chapter 1</td>
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<tr>
<td>8/24</td>
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<tr>
<td>Week 2</td>
<td>Concept of Family Historical and Theoretical</td>
<td>Chapter 1</td>
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<td>8/31</td>
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<tr>
<td>Week 3</td>
<td>Diversity</td>
<td>Chapter 2</td>
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<table>
<thead>
<tr>
<th>Week 4</th>
<th>Diversity</th>
<th>Chapter 2, Supplement</th>
<th>TU-Test 1</th>
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<tr>
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<td>Chapter 4</td>
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<td>Week 8</td>
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<td>Chapter 4</td>
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<td>10/12</td>
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<td>Week 10</td>
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<td>Supplement- Berns</td>
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*The instructor reserves the right to change dates when deemed necessary. When possible, students will be involved in the decision.

Test Day Monday
Assignment Day See Calendar
Assignment Due Day: - All assignments are due at the beginning of the class period unless otherwise noted by the instructor.

**Course Policies**

**Dispositions**- As a component of student assess, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each instructor will fill an assessment instrument for

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each which will be tuned in to the department and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form, for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)

- **CLASS ATTENDANCE IS COMPELLARY FOR ALL STUDENTS (SEE FAMU CATALOG, PP. 26-27).**
- **ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF THE CLASS PERIOD.**
- **STUDENTS ARE RESPONSIBLE FOR ALL ASSIGNMENTS, QUIZZES, AND EXAMINATIONS AT THE TIME THEY ARE DUE AND MAY NOT USE THEIR ABSENCE FROM CLASS AS A PLEA FOR EXTENSIONS OF TIME TO COMPLETE ASSIGNMENTS OR FOR PERMISSION TO TAKE MAKE-UP EXAMINATIONS OR QUIZZES.**
- **ABSENCE FROM CLASS FOR CAUSE INCLUDES PARTICIPATION IN RECOGNIZED UNIVERSITY ACTIVITIES, PERSONAL ILLNESS PROPERLY CERTIFIED, OR EMERGENCIES (properly certified) CAUSED BY CIRCUMSTANCES OVER WHICH THE STUDENT HAS NO IMMEDIATE CONTROL. Assignments due during such absence must be submitted within one (1) week upon returning to class. EXCEPTIONS ARE RARE AND CARRY A 5 POINT PER DAY PENALTY**
- **THE RESPONSIBILITY FOR PROMPT CLASS ATTENDANCE AND PARTICIPATION IS CONSIDERED AN IMPORTANT ELEMENT OF THE STUDENT’S DEVELOPMENT AND TRAINING AS AN EXEMPLARY PROFESSIONAL. PROMPT CLASS ATTENDANCE AND PARTICIPATION ARE IMPORTANT FOR THE SUCCESSFUL COMPLETION OF THIS COURSE. COURSE GRADE WILL BE NEGATIVELY AFFECTED BY ABSENCE, TARDINESS, EARLY EXIST FROM CLASS AND DISRUPTIVE BEHAVIOR. Disruptive behavior includes, but not limited to, use of profanity, verbal outburst, and conversations between students (verbal or written).**
- **CELLULAR PHONES, PAGERS AND OTHER DISTRACTING COMMUNICATION DEVICES ARE DISRUPTIVE AND ARE NOT PREMITTED IN CLASS. USE WILL RESULT IN AN AUTOMATIC 20 POINTS FROM COURSE GRADE FOR EACH INFRACTION.**
- **ACADEMIC DISHONESTY WILL RESULT IN NO VALUE FOR THE ASSIGNMENT OR COURSE WORK. INCLUDED, BUT NOT LIMITED TO, ARE PLAGIARISM, CHEATING ON EXAMS, SUBMITTING WORK DONE BY SOMEONE ELSE OR FROM THE INTERNET. ACADEMIC DISHONESTY WILL BE REPORTED TO THE DEAN OF THE COLLEGE.**
- **ALL ASSIGNMENTS MUST BE TYPED UNLESS SPECIFIED BY THE PROFESSOR.**
- **ASSIGNMENTS WITH MULTIPLE PAGES MUST BE SECURED TO EACH OTHER.**

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge    (S)=Skill    (D)=Disposition

Approved/Revised 10/30/07
• All ASSIGNMENTS WILL BE ASSESSED FOR CORRECT SPELLING, GRAMMAR AND NEATNESS. REPEATED ERRORS WILL BE PENALIZED.

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar

References

Children 39 (3),54-60
Teacher Idea Exchange in Teaching Tolerance – all editions

Web Sites

National Association for the Education of Young Children
www.naeyc.org

National Black Child Development Institute
www.nbcdi.org

Culturally and Linguistically Appropriate Services (CLAS)
www.clast.uiuc.edu

National Latino Children’s Institute
www.moco.org

National parent information Network/ERIC
www.ericpsed.uiuc.edu/npin/npinhome.htm/

Families and Work institute
www.families and workinst.org

Grandparent raising grandchildren
www.grandparenting.org

U.S. Census
www.census.gov/population

Fatherhood
www.fatherhood.org

Children Defense Fund
www.childrensdefensefund.org

Moms
www.tallymons.com

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition
Serving Diverse Families  
www.PACER.org

Artifact 1  
Family Interview and Genogram

Artifact 2  
Family Diversity Article Project

Artifact 3  
Family Ecosystem Case Study Project

Standards  EDIT
FL-FAMU-CF.1  
FL-FAMU-CF.3  
Values. The exemplary professional values the worth and dignity of every person. He/she works with colleagues in a professional manner and interacts with students, families and other stakeholders in a manner that reflects ethical and moral standards. The candidate shows respect for varied talents and perspectives and is committed to individual excellence. The candidate values the role of the students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate for learning.

FL-FAMU-CF.5  
Professionalism. Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students’ development and acquisition of knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

Standards

National Association Standards  
NAEYC.3  
FAMILY AND COMMUNITY RELATIONSHIPS -- Programs prepare early childhood professionals who:

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