WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE TITLE: Professional Issues, Parenting and Families

COURSE NUMBER: MEE 7635

COURSE CREDIT: 3 Credit

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration;
6. Participate in an ongoing, developmental sequence of learning activities that supports improvement, experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

Association for Childhood Education International Program Standards

DEVELOPMENT, LEARNING AND MOTIVATION

1. DEVELOPMENT, LEARNING AND MOTIVATION—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

Syllabus is sole property of Wilmington University
Activities/Assignments may vary due to edition changes and/or faculty recommendations.

College of Education
Professional Partners
Creating Environments for Learning
### CURRICULUM STANDARDS

| 2.1 Reading, Writing, and Oral Language | Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. |
| 2.2 Science | Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. |
| 2.3 Mathematics | Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. |
| 2.4 Social studies | Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. |
| 2.5 The arts | Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students. |
| 2.6 Health education | Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. |
| 2.7 Physical education | Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. |

### INSTRUCTION STANDARDS

| 3.1 Integrating and applying knowledge for instruction | Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. |
| 3.2 Adaptation to diverse students | Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. |
| 3.3 Development of critical thinking and problem solving | Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills. |
| 3.4 Active engagement in learning | Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. |
| 3.5 Communication to foster collaboration | Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. |
4. **ASSESSMENT FOR INSTRUCTION**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 **Professional growth, reflection and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 **Collaboration with families, colleagues, and community agencies**—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to support students’ learning and well-being.

I. **COURSE DESCRIPTION:**

This course is an examination and analysis of contemporary programs for young children. Professional ethics and diversity issues are emphasized, parenting issues, including parent education and involvement in the educational process, are major themes. Family structure and development, and their relationship to the schooling of young children are included. In addition, through weekly reflective writing, students identify contemporary educational issues of importance for discussion and analysis.

II. **PROGRAM COMPETENCIES**

As a candidate in this course, you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.)

**Competency #1:** Create learning experiences that make content meaningful to students, while reflecting an understanding of the core concepts and structure of education. 

**ACEI Standards 2.1 – 2.7 - Curriculum**

**Learning Outcomes:** Candidates will:

1.1 Know, understand, and use the significance of families as a powerful educational force to build understanding and encourage the application of knowledge, tools, and ideas to real world issues.

1.2 Know, understand, and use the significance of communities as a powerful educational force to build understanding and encourage the application of knowledge, tools, and ideas to real world issues.

1.3 Know, understand, and use the significance of schools as a powerful educational force to motivate and create meaningful learning experiences that develop students’ competence in subject matter and skills for various developmental
activities/Assignments: Candidates will be able to:
1.1 List the central concepts in which their family served as a significant educational force.
1.2 Watch a televised news program, situation comedy, soap opera, and/or cartoon show, chart the incidence of violence in each, and identify what they believe would be the effect of such televised violence on primary-age children.
1.3 Using the tools of inquiry, interview a public or private school teacher to determine whether any special interest groups exert positive or negative pressure on what is taught in the schools.

Competency #2: Provide learning opportunities that support the intellectual, social, emotional and physical development of students based upon an understanding of childhood development and learning.

ACEI Standard 1 – Development, Learning, and Motivation

Learning Outcomes: Candidates will:
2.1 Know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents.
2.2 Know, understand, and use the ways in which student disabilities and poverty impact upon the intellectual, social, emotional, and physical development of students.

Activities/Assignments: Candidates will be able to:
2.1 Identify and summarize a concept, principle, theory, or research related to the development of children and young adolescents to construct an outstanding learning opportunity that supports individual students’ development, acquisition of knowledge, and motivation.
2.2 Identify and summarize at least one federal and/or state program which is designed to compensate for the impact of disabilities and poverty on student achievement. Cite advantages and disadvantages of the law.

Competency #3: Adapt instruction for diverse learners based upon and understanding of how students differ.

ACEI Standard 3.2 – Adaptation to Diverse students

Learning Outcomes: Candidates will:
3.1 Understand different family types and the subsequent impact upon students as
learners and especially how elementary students differ in their development and approaches to learning.

3.2 Understand how families have changed in the past 100 years, including ways in which these changes impact upon students as learners.

**Activities/Assignments:** Candidates will be able to:

3.1 Analyze and explain the similarities and differences between nuclear, extended, single-parent, blended, adoptive, foster, and other family groupings using children’s literature and create instructional opportunities that are adapted to these students.

3.2 Prepare a matrix identifying ways in which families have changed during the past 100 years including the resulting impact upon students as learners.

---

**Competency #4:** Demonstrate proficiency in oral and written communication.

**ACEI Standard 3.5 – Communication to foster collaboration**

**Learning Outcomes:** Candidates will:

4.1 Use their knowledge and understanding of effective verbal techniques to foster active engagement in learning, self-motivation, and positive social interaction, and to create supportive learning environments.

4.2 Use their knowledge and understanding of effective nonverbal and media communication techniques to foster active engagement in learning, self motivation, and positive social interaction, and to create supportive learning environments.

**Activities/Assignments:** Candidates will be able to:

4.1 Participate in oral presentations and role playing activities which model effective oral communication.

4.2 Participate in the preparation of weekly reflective activities, research papers, media communication, and a final exam which require clarity and proficiency in written communication.

---

**Competency #9:** Pursue opportunities to improve teaching and thereby enhance professional growth.

**ACEI Standard 5.1 – Professional growth, reflection and evaluation**

**Learning Outcomes:** Candidates will:

9.1 Actively seek opportunities to grow professionally, including learning about new technologies and strategies.
9.2 Reflect on their practice in light of research on teaching and resources available for professional learning.
9.3 Continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community.

**Activities/Assignments:** Candidates will be able to:
9.1 Develop, supplied with a content area and grade level, a bibliography of appropriate websites which support instruction.
9.2 Outline the steps required in the delivery of research-based staff development which supports changes in teaching behavior.
9.3 Compile, through the vehicle of a collaborative learning activity, a list of opportunities for continued professional development which are presented to those who engage in the teaching profession.

**Competency #10:** Collaborate with colleagues, parents/guardians and other members of the community to support student learning and well-being, and demonstrate knowledge of the role of the school in the community.

**ACEI Standards 5.2 – Collaboration with families, colleagues and community agencies.**

**Learning Outcomes:** Candidates will:
10.1 Know the importance of establishing and maintaining a positive collaborative relationship with colleagues, parents, and members of the community to promote the intellectual, social, emotional, and physical development of children.
10.2 Foster relationships with school colleagues and agencies in the larger community to and demonstrate knowledge of federal, state, county, and local agencies to support students’ learning and well being.

**Activities/Assignments:** Candidates will be able to:
10.1 Play the role of an invitational teacher with respect to parent-teacher conferences and school or community functions.
10.2 Compile a list of local, state, and federal agencies, including contact persons and telephone numbers, which provide support services to children and families of diverse social and economic circumstances.

**Competency #11:** Use educational technology as an instructional management tool.

**ACEI Standards 3.3 – Development of critical thinking and problem solving 3.5 – Communication to foster collaboration**
Learning Outcomes: Candidates will:
11.1 Plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.
11.2 Understand and apply practices and behaviors that are characteristic of developing career teachers.

Activities/Assignments: Candidates will be able to:
11.1 Develop a unit of instruction that includes appropriate technology to help students become capable technology users.
11.2 Develop skills in using technology-based resources in support of continuing professional development.

Competency #12: Understand and maintain standards of professional conduct guided by legal and ethical principles.

ACEI Standard 5.1 – Professional growth, reflection, and evaluation.

Learning Outcomes: Candidates will:
12.1 Understand and apply practices and behaviors that are characteristic of developing career teachers, including knowledge of legal and ethical standards for professional behavior as generated by associations directly related to teaching.
12.2 Display knowledge of appropriate choices relating to legal and ethical professional behavior in a variety of situations.

Activities/Assignments: Candidates will be able to
12.1 Demonstrate awareness and commitment to the profession’s code of conduct through research for the purpose of reporting and sharing legal and ethical standards as contained in the written documents of local, state, and national professional organizations.
12.2 Given role-playing within the context of difficult parent-teacher conferences, select behavioral choices which reflect and are supported by legal and ethical professional standards.

Competency #13: Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for students.

ACEI Standard 5.1 – Professional growth, reflection, and evaluation.

Learning Outcomes: Candidates will:
13.1 Demonstrate knowledge of ways in which to interact in a positive, resourceful, and productive manner with classmates, colleagues, and associates.
13.2 Display knowledge of the importance of generating enthusiasm, vigor, strength, fairness, concern for others, and a sense of humor in daily professional life and practice.

Activities/Assignments: Candidates will be able to:
13.1 Interact in class with colleagues while displaying a positive, resourceful, and productive demeanor.
13.2 Interact in class with colleagues while demonstrating enthusiasm, vigor, strength, fairness, a concern for others, and a sense of humor.

III. ATTENDANCE POLICY

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

College of Education Policy:
“The educational process is a delicate one about which we know little, but it surely thrives on participation, enthusiasm, and responsibility.” Barker, R. (1964). Big School, Small School. (p. 202).

College of Education Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignment.

IV. STRUCTURED EXTERNAL ASSIGNMENT

The following information is intended to serve as a guide to assist in completing your structured external assignment.
Given a student profile, students will design an intervention plan which identifies and offers access to services provided by local, state, and federal agencies that will provide support to the student and the family, leading to increased physical, social, emotional, and/or academic growth.

1. The report should be in APA format and no less than three nor more than four word-processed pages, not including the cover page or abstract page.
2. Resources are to be cited.
3. The assignment will be due at the conclusion of the sixth class.
4. Reports will be evaluated and graded according to the attached rubric.

Student Profile - Matt, a fourth grade student

Matt is a fourth grade student at Streeter Elementary School. He repeated second grade. It is the end of the first marking period and Matt is failing reading, writing, and mathematics. Of a possible 45 school days of the first marking period, Matt has been in attendance only 27 days. When he comes to school, his clothes are less than clean and neat, and his personal cleanliness and appearance leave much to be desired. During lunch, Matt has no friends with whom to sit and he eats his lunch very rapidly, almost like it’s his only meal of the day.

As his classroom teacher, you have attempted to contact his parent(s), but have been unsuccessful as the telephone number has been disconnected. You suspect that when Matt’s mother registered him for school, she provided a false address and that Matt may actually be living in a motel with his parent(s) and three other siblings.

Given this profile, design an intervention plan which identifies Matt’s needs and offers access to services provided by the school, district, state, and federal agencies that will support Matt and his family, leading to increased physical, social, emotional, and/or academic growth.
Structured External Assignment

COURSE: MEE 7635

COURSE: MEE 7635

STRUCTURED EXTERNAL ASSIGNMENT: Given a student profile, teacher candidates will be able to design an intervention plan which identifies and offers access to services provided by local, state and federal agencies that will provide support to the student and the family, leading to increased physical, social, emotional, and/or academic growth.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 POINT</th>
<th>EMERGING 2 POINTS</th>
<th>BASIC 3 POINTS</th>
<th>PROFICIENT 4 POINTS</th>
<th>DISTINGUISHED 5 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Identification of student needs.</td>
<td>□ No student needs are identified.</td>
<td>□ A few student needs are thoroughly and thoughtfully identified.</td>
<td>□ Some student needs are thoroughly and thoughtfully identified.</td>
<td>□ Most student needs are thoroughly and thoughtfully identified.</td>
<td>□ All student needs are thoroughly and thoughtfully identified.</td>
</tr>
<tr>
<td>2.0 Location and identification of service providers.</td>
<td>□ No appropriate local, state and/or federal service providers are identified.</td>
<td>□ A list of a few appropriate local, state and federal service providers is developed.</td>
<td>□ A list of some appropriate local, state and federal service providers is developed.</td>
<td>□ A list of most appropriate local, state and federal service providers is developed.</td>
<td>□ A comprehensive list of appropriate local, state and federal service providers is developed.</td>
</tr>
<tr>
<td>3.0 Matching needs with service providers.</td>
<td>□ No student needs are matched with appropriate service</td>
<td>□ A few student needs are matched with appropriate service</td>
<td>□ Some student needs are matched with appropriate service</td>
<td>□ Most student needs are matched with appropriate service</td>
<td>□ All student needs are matched with appropriate service</td>
</tr>
</tbody>
</table>

Syllabus is sole property of Wilmington University
Activities/Assignments may vary due to edition changes and/or faculty recommendations.

College of Education
Professional Partners
Creating Environments for Learning
<table>
<thead>
<tr>
<th>4.0 Implementation Plan</th>
<th>providers.</th>
<th>providers.</th>
<th>providers.</th>
<th>providers.</th>
<th>providers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intervention plan fails to address the requirements of any stakeholders.</td>
<td>An intervention plan is presented which takes into account a few stakeholders.</td>
<td>An intervention plan is presented which takes into account some stakeholders.</td>
<td>An intervention plan is presented which takes into account most stakeholders.</td>
<td>An intervention plan is presented which takes into account all stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.0 Writing mechanics.</th>
<th>providers.</th>
<th>providers.</th>
<th>providers.</th>
<th>providers.</th>
<th>providers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writing presents more than 8 mechanical writing errors.</td>
<td>The writing presents from 6-8 mechanical writing errors.</td>
<td>The writing presents from 4-5 mechanical writing errors.</td>
<td>The writing presents from 1-3 mechanical writing errors.</td>
<td>The writing presents no mechanical writing errors.</td>
<td></td>
</tr>
</tbody>
</table>

**AVERAGE SCORE =**

**WEIGHT FACTOR =**

**TOTAL POINTS =**
#1 – Content Knowledge  
The teacher understands the central concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.

#2 – Human Development and Learning  
The teacher understands how children develop and learn, and provides learning opportunities that support the intellectual, social and personal development of the student.

#3 – Diverse Learners  
The teacher understands how students differ and adapts instruction for diverse learners.

#4 – Communication  
The teacher understands and uses effective verbal and non-verbal communication.

#5 – Learning Environment  
The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.

#6 – Planning for Instruction  
The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.

#7 – Instructional Strategies  
The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.

#8 – Assessment  
The teacher understands multiple assessment strategies and uses them to support the continuous development of the learner.

#9 – Reflection and Professional Growth  
The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.

#10 – Professional Relationships  
The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#11 – Technology  
The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.

#12 – Professional Conduct  
The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.