



**SCHOOL OF EDUCATION
VIRTUAL CAMPUS**

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

Course: ECHD 4312 VC01

Title: Partnering with Parents

Instructor: Suzanne Kimball

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Term and dates: Summer Term: June 1, 2026 – July 25, 2026

Holidays: Independence Day, July 4, 2026

Online: <https://wbu.blackboard.com/>

Office hours: Email response within 24 hours, usually less. You may leave messages/texts on my cell phone from 8 am to 9 pm CST.

Catalog description

This course provides the guidelines for creating effective partnerships with families. It also provides an overview of the diversity of modern families. The emphasis is on examining elements that create successful partnerships and programs that work.

Prerequisite: None

Course Outline

- Module One: Introduction to Families
- Module Two: Teacher-Family Partnerships in Early Education
- Module Three: Methods for Developing Partnerships
- Module Four: Making A Partnership Work

Resources

Student Textbook: Gestwicki, C. (2016). *Home, school, and community relations: A guide to working with families* (9th edition). Florence, KY: Cengage Learning. ISBN-13: 9781305089013

Ebook available

Access to WBU Learning Resources www.wbu.edu/lrc

Course Competencies

- Students possess knowledge and understanding of family and community characteristics.
- Students understand how to build positive relationships, taking families preferences and goals into account and incorporating knowledge of families' languages and cultures.
- Students consider family members to be resources for insight into their children, as well as resources for curriculum and program development.
- Students understand that their relationships with families include assisting families in finding needed resources that may contribute directly or indirectly to their children's positive development.
- Students understand how to go beyond parent conferences to engage families in curriculum planning, assessing of children's learning, and planning for children's transitions to new programs.

Course Competencies Assessments

- Completion of chapter review questions. Due on Mondays, midnight CST.
- Completion of tests that will be administered on Blackboard. Tests will be open book and timed and not proctored.
- Complete a research project.
- Participation in Discussion Board topics posted in the discussion board. Students are expected to post significant, substantive responses that indicate research, reflective thinking and practical experiences on textbook content and related topics. Original response is due on Fridays, midnight; Responses to others due on Mondays, midnight, CST.

Attendance Policy

Online Students - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.

1. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.
2. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.
3. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 - week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.
4. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.
5. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

Instructor's Additional Policies

All assigned work must be submitted when due. Late work may not be accepted unless previous arrangements/notification has been made. If accepted late, point value may be reduced.

Discussion Boards are not accepted late.

Instructor's note: The advantage on online learning is the asynchronous environment. In other words, class time is at the student's convenience. Along with this convenience comes a tremendous responsibility. The student must be organized and self-motivated to stay current in all assignments. The management software on Blackboard allows tracking the times that the students log in and participate. All assignments have deadlines for submission.

Academic Integrity

[Statement on Academic Integrity](#)

Generative AI tools permitted in specific context and with proper citations.

Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.

While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.

Specific parameters for generative AI usage are provided by the instructor.

Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty

Disability Statement

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests office (806) 291-1057. Documentation of a disability must accompany any request for accommodation.

Evaluation

Course grade will be determined by using the following point system:

Discussion Board (DB) (5)	100 points (20 points each)
Chapter Review Assignments (8)	160 points (20 points each)
Test 1	100 points
Test 2	100 points
Project	140 points

A = 550 -600 points

B = 500 -549 points

C = 450 -499 points

D= 400 - 449 points

F = 399 and below

Grade Appeal Statement

“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

Coursework at a Glance

Week	Date	Assignments to do this Week Discussion Board (DB) Chapter Review Questions (RQ)	Textbook Reading for the Week	Assignments due this Week Mondays, midnight CST Original post on Discussion Board due on Fridays , midnight CST Responses to others due on Mondays , midnight CST
1	6-1-26	Read the Syllabus DB #1 RQ #1	Chapters 1,2	Required First Assignment
2	6-8-26	DB #2 RQ #2	Chapters 3,4	DB#1, RQ#1
3	6-15-26	RQ#3, RQ #4 Begin Project	Chapters 5,6	DB #2, RQ#2
4	6-22-26	Test #1 DB#3		RQ#3, RQ#4
5	6-29-26	DB#4 RQ#5, RQ#6	Chapters 7,8,9,10,11	Test #1 DB#3
6	7-6-26	RQ#7, RQ #8	Chapters 12,13,14,15	DB#4 RQ#5, RQ#6
7	7-13-26	DB#5 Test #2		RQ #7. RQ#8 Project
8	7-20-26	Smile		DB#5, Test#2