Education 561
Effective Home, School, & Community Relations
Fall 2010

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Course Description
This course offers the opportunity to explore the manner in which school professionals can enhance communication with students, parents, school staff, and the community. The course content will focus on meeting students’ academic, social, and cultural needs with respect to racial, gender, and academic differences and knowledge of differing cultural and lifestyle patterns. This course explores diversity in contemporary society and the implications of it for today’s student population, schools and classroom teachers. Exploration of the relationships between students, schools, homes and communities will include the examination of value systems, communication strategies, roles of government and power structures. A particular focus will be on meeting the needs of all learners through collaboration with professional educators, the business community, and support staff.

Textbooks and Supplemental Reading Sources
• The Carson-Newman Writing Guide
• TN Professional Education Standards (http://www.tennessee.gov/education/lic/doc/acctchlicstds.pdf, p. 16)
• TN Curriculum Standards (http://www.state.tn.us/education/ci/standards_2009-2010.shtml)
• Selected online reading assignments, various Internet sites, professional journals, standards publications, and books.
• CNC Teacher Education Web site
• Common Core Standards Web Site

Course Objectives
This course will examine the interrelationship between the home, school and community in successful educational processes as it pertains to the many diverse populations in the school environment. Candidates will be provided with opportunities to gain an understanding of how students differ in their approaches to learning and to create instructional opportunities that are appropriate for diverse learners. Readings, discussions and learning activities will focus on defining strategies for establishing effective home-school-community partnerships for diverse populations, highlighting the many benefits obtainable from such relationships, and developing plans and materials useful for the implementation of successful partnerships.

Persons who are being licensed to teach in Tennessee are required to demonstrate their mastery of approximately 150 competencies as specified by the Tennessee State Department of Education. This course is required for persons who are seeking to become licensed through Carson-Newman College.
The course content is designed to provide candidates with opportunities to:

- discuss how P-12 students of diverse cultural, language and academic backgrounds differ in their approaches to learning;
- compare and contrast various psychological and social variables, cultural value systems, traditions, communication strategies, learning styles, familial relational patterns, and historical experiences and contributions of diverse populations;
- examine and evaluate how power structures and the role of governments provide for the education of all community residents.
- identify and describe the common challenges and barriers to teaching and serving in a multicultural society;
- explore attitudes and dispositions that contribute to understanding, valuing, teaching and helping students and clients from diverse cultural, language and academic backgrounds;
- develop skills in cross-cultural communication in order to create culturally relevant and caring environments that academically, personally and socially promote student development; and
- construct culturally relevant multicultural curricula, programs, or interventions for use in P-12 classrooms that are adaptable for diverse learners.

Relationship to Unit Conceptual Framework
As reflected in the Unit’s Conceptual Framework, a document that details the guiding philosophy for the preparation of teachers at Carson-Newman College, the Teacher Education department is committed to preparing teachers who have in depth knowledge of the profession from a historical, philosophical and sociological perspective. The course will provide the knowledge and skills necessary for educators to effectively interact and communicate with parents, students, colleagues, administrators and the general public, essential skills for pre-service teachers in order to teach diverse learner populations. An in depth understanding of diverse populations and their educational needs is explored extensively in this course. This course, as indicated in the course objectives above, addresses the importance the unit places on helping students understand the role of educators in building a coequal relationship with all parties involved in the educational process.

Academic Integrity
Plagiarism and other forms of academic dishonesty will be reported to the Chair of Teacher Education, Dean of Education and the Academic Affairs office. Students are encouraged to adhere to the prescribed standards of academic honesty as listed in the Carson-Newman College Handbook. Student essays may be submitted to anti-plagiarism websites and compared to previous student submissions for analysis. Academic dishonesty may result in sanctions; including, but not limited to, a grade of F, loss of credit for the course and, upon previous, recurring or gross dishonesty, expulsion from the college.

Carson-Newman College Services for Students with Disabilities
Any student with a certified disability (sight, hearing, language, mobility, or other impairment) that may affect participation in class activities should write a brief explanatory note to the professor. If additional assistance is needed, please contact Dr. Rebecca Van Cleave, at the Academic Support Center located at 317 Baker Building, (865) 471-3268.
Evaluation Criteria

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Discussion Board Responses (10@10 pts. Each)</td>
<td>100</td>
<td>A = 348 - 375</td>
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<tr>
<td>Research Topic Report</td>
<td>50</td>
<td>B = 307 – 347</td>
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<tr>
<td>All About Me Project</td>
<td>50</td>
<td>C = 292 - 306</td>
</tr>
<tr>
<td>Interview</td>
<td>50</td>
<td>F = 0 - 291</td>
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<tr>
<td>School Board or School Funding Body Meeting</td>
<td>40</td>
<td>(Below 78%)</td>
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<tr>
<td>Virtual Visit</td>
<td>50</td>
<td></td>
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<tr>
<td>Animal Story Diversity Exercise</td>
<td>35</td>
<td></td>
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<tr>
<td>Total Points</td>
<td>375</td>
<td></td>
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Instructional Activities

Discussions, presentations, textbook and supplementary readings, group activities, and projects are included. Assignments will be graded using the following factors: organization and structure; grammar and spelling; completion of all components required for each assignment; thorough research and analysis; personal best effort. The textbooks for the class should be used for references for assignments. The Research Topic Report should be saved as the course artifact for EDU 561. It should be kept in electronic format to be used in the student’s Professional Development Plan.

All assignments must be completed in Microsoft Word in order for the instructor to open documents and for class sharing of some online documents. Any emails sent from the instructor will be sent to the student’s Carson Newman (CN) account. With the exception of the Research Topic Report, all assignments are to be placed in the Bb Dropbox by the due date. Don’t forget to select “submit” or the professor will not receive the assignment!

Assignment Clarification

1. Discussion Board Responses: 10 @ 10 points each, due by Friday of each specified week. Discussion Board questions will be posted under the “Discussions” link on the Course Menu by Monday of each of the specified weeks and responses are due by the following Friday. There are 10 DB questions. Posting by the instructor of the DB questions will be made no later than Monday of each week. Responses are due by the following Friday of each week. Db responses are due no later than the following Friday dates: September 10, 17, 24, October 1, 8, 15, 22, 29, November 5, 12. The professor will post a reflection when all class responses have been completed. Post your original response before responding to classmate postings. While you may respond to classmates, the only mandatory response is your original response to the DB question. DB responses must be informed opinion. Quality, not quantity is required. DB will require some research in order to complete an informed opinion. DB questions are designed to require critical thinking. Textbook reading may be linked to them; however, questions are also linked to current topics. The requirements for each question are: use of at least one legitimate source with correct APA citation, meaningful contribution/demonstration of critical thinking skills and correct grammar.
2. Research Topic Report: 50 points: Assignment due October 13
One topic will be assigned to the student by the professor. The student will research the topic assigned. Prepare a written report which will be shared with all class members using the following format:
- Pertinent facts/overview
- Relevancy/ practical use of information
- Your opinion
Narrative form is not required. Outlines, bullets, etc. are encouraged. The student must research the topic assigned and list at least 2 credible references at the end of the report. Grading will be judged upon thorough treatment of the subject and correct grammar. It will be shared with classmates, so format should be conducive to maximum use by others. Email this assignment this assignment to the professor’s email address by the due date. (jprice@cn.edu)

3. All About Me Project: 50 points, Assignment due December 8
Each student will reflect upon his or her unique educational journey. Where did you go to school? How did you feel about school? Did you see yourself as successful? Why or why not? Next, students will interview a family member or members about their educational history (Family is defined as the people with which the student feels most closely connected.) Focus on their access to education and the historical and cultural contexts within which they lived and were educated. Remember to examine the profiles from the broader expanse of the diversity definition: race, class, religion, socioeconomics, gender, etc. There is significance in understanding the unique historical contexts of individual education and cultural influences. Write a historical narrative about these personal and family experiences. Indicate some of the similarities and differences in today’s educational experiences. Are these variables positive or negative? What is the most significant memory of a family member and yourself of the educational history? Where is your educational journey headed in the future? How will you accomplish this? Place this document in the Bb Dropbox by the due date.

4. Interview: 50 points, Assignment due October 27
An interview will be conducted with a community business professional in a managerial position. The purpose of this interview is to discover the manner in which these professionals communicate effectively within their environment and with the stakeholders of their organizations. Additionally, the student will note the comparisons of business and educational communication strategies. This assignment requires a summary of the business person’s answers and your reflections. A document will be posted on Bb containing the questions to be asked. Place this document in the Bb Dropbox by the due date.

5. School Board or School Funding Body Meeting: 40 points, Assignment due December 1
The student will attend a school board or school funding body meeting. If choosing a funding body meeting, school budget items must be on the agenda. Provide a written summary of the meeting. Tell what was on the agenda. Discuss the items noted. Were there dissensions? Did the meeting use time efficiently? What was the most important item discussed? Was there a resolution? What was your overall opinion of the meeting? Place this document in the Bb Dropbox by the due date.
6. Virtual Visit: 50 points, Assignment due November 17
Locate a public or private K-12 or higher education institution home page on the Internet. The institution may be located anywhere in the world except in TN. Gather the following information: school name and location, home page address, school demographics, interesting facts about the school, culture/climate information (climate in this case does not mean temperature!), priorities of the school, mission statement, curriculum offerings, and a brief statement of your thoughts about the school. Locate the school on Google Earth and e-mail an administrator or teacher and ask a relevant question about the school. (You may not receive an answer to the e-mail, but you can include the e-mail you sent in your report.) All the information requested in this assignment may not be available on a website in which you are interested. The student should attempt to find a site which contains most of the information, but it is possible that all the information may not be available. In that case, state that the category was not posted on the school’s site. This assignment requires narrative format and will be judged on thorough treatment of the subject and correct grammar. Place this document in the Bb Dropbox by the due date.

7. Animal Story Diversity Exercise: 35 Points, Assignment due September 22
This assignment requires the analysis of a diverse “animal school.” The student will analyze various factors regarding the appropriateness of the school’s requirements. A document will be placed on Bb with further explanations.

Class Schedule:

On Campus Meetings
August 25 Introduction/Syllabus Explanation
September 1 Class Discussion as assigned by the instructor

Online Meetings
September 8 DB due September 10
September 15 DB due September 17
September 22 DB due September 24; Animal Story Diversity Exercise Due
September 29 DB due October 1
October 6 DB due October 8
October 13 DB due October 15; Research Topic Report Due
October 20 DB due October 22
October 27 DB due October 29; Interview Due
November 3 DB due November 5
November 10 DB due November 12
November 17 Virtual Visit Due
November 24 No Class - Happy Thanksgiving!
December 1 School Board or School Funding Body Meeting Due
December 8 All About Me Due

Read weekly Bb announcements for any changes or adjustments to assignments.