LEED 8025 – Seminar Political/Social Issues: Family-School-Community Partnerships in a Global Context
Summer Semester

COURSE INFORMATION

Instructor: Marjorie Ringler EdD
Office: 202 Ragsdale
Office Phone: 252-328-4825
E-Mail: ringlerm@ecu.edu
Course date/time: Online/Study Abroad/Global Academic Partnerships
Location: Hybrid Course ~ Online & 7 Days in Partner Country OR Online & Some Sessions in Global Classroom Linked with Partner Country
Credit hours: 3

Course Description
This course explores the structure, challenges, benefits and impacts of family-school-community partnerships for human development in domestic and global settings. Educational leaders in all settings will gain insight into systemic influences on growth and development and will explore the role of educational leaders in establishing, facilitating and working collaboratively within such partnerships.

Required Text


Additional readings may be added according to international context.

Objectives
Upon completion of this course, students will be able to

1. Identify, explain and describe characteristics of effective family-school-community
LEED Global Partnerships

partnerships

2. Critique models of family-school-community partnerships in domestic and global contexts

3. Articulate an understanding of the impact of cultural competency needed for effective educational leadership in partnerships.

4. Critique personal values, beliefs and behaviors and the impact of these values, beliefs and behaviors on an educational leader’s engagement in culturally-inclusive family-school-community partnerships

5. Compare school, family, and community partnerships among educational systems in the United States and in a global settings utilizing Epstein’s Key Features of partnerships

6. Construct and present a global theoretical framework for school leadership and the importance of dual language education.

Add alignment to standards

Expectations For Students
For the semesters the course is taught as a study abroad, students will be expected to participate in a study abroad experience in a partner country for 7-10 days (as determined by the needs of the experience).

Methods Of Instruction
This course is taught as a hybrid course and will follow one of two frameworks:

- **Online & Study Abroad**: For this option, we will meet online for a portion of the course and will meet in a partner country for an intensive cultural immersion experience for 7-10 days. Students will be expected to fully engage with all components of the course and for full credit must complete online assignments, predeparture orientation, study abroad immersion experience, and post-experience processing and reflection assignments.

- **Online & Global Academic Partnerships Linkages**: For this option, the course will meet as a hybrid course with online components and campus-based partner country linkage sessions through the Global Academic Partnership classroom.

Each semester the course is taught it will be clarified as to if the study abroad option or the Global Academic Partnerships (ECU Campus-Based) option is being used. Both options will not be offered concurrently unless demand merits two sections of the course.

COURSE REQUIREMENTS

Academic Integrity
Academic integrity is expected of every East Carolina University student. Academically violating the Honor Code consists of the following: cheating, the giving or receiving of any unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work; plagiarism, copying the language, structure, ideas, and/or thoughts of another and adopting those as one’s original work; falsification, statement of untruth, either verbal or written, regarding any circumstances relating to academic work; and attempting any act which if completed would constitute an academic integrity violation as defined above. Procedures
governing academic integrity violations are described in the *East Carolina University Student Handbook* and in the *Faculty Manual*.

ECU provides *guidelines* to students regarding academic integrity while enrolled. The instructors of this course adhere to the established policies and will not tolerate acts of cheating, *plagiarism*, falsification or attempts to cheat, plagiarize or falsify. Should the instructors determine that an academic violation has taken place, we reserve the right to assign a grade sanction, which can include failure of the course and dismissal from Graduate School and your program of study, and/or refer the case to the Office of Student Conflict Resolution for a hearing. No student may drop the involved course or withdraw from school prior to resolving an academic integrity charge. It is important for students to understand that the policy of ECU is to remove students who commit academic integrity violations from the school.


**Americans with Disabilities Compliance**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Service located in Slay 138, (252) 737-1016 (Voice/TTY).

**Technology Requirements/Expectations:**

LEED XXXX is taught as a hybrid course with both online and face-to-face components. Methods of instruction include instructor-developed lectures, assigned readings, experiential activities, guided reflection and class participation including instructor-facilitated discussions and group activities. A variety of technology is utilized in the course, including BlackBoard, YouTube, and other internet-based technology tools.

**Grading Policy**

Grades will be assigned based on the total percentage points earned for course assignments. I assume that everyone wants to explore, learn well, and receive a grade reflective of individual efforts and ability. Grade levels are: A = 90+; B = 80-89; C = 70-79; D = 60-69. Incompletes MAY be negotiated with the instructor with ALL required work completed within one semester of original course enrollment.

*NOTE: Graduate School policy dictates that "Incompletes" left unresolved will revert to a grade of "F" with no exceptions.*

**Program Policy On Student Absences**

Students are expected to attend each class and more than two missed sessions will result in the student being referred to the Department of Educational Leadership Performance Review Process (CAEPPR Process).

**COURSE ASSIGNMENTS**

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>To get the most out of this course, it is important that you be willing to actively engage with your classmates. With every weekly discussion assignment,</td>
<td>20%</td>
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</table>
LEED Global Partnerships

you will be expected to respond to the prompt/question and then to respond to at least one of your classmates’ postings. For this course to be the most effective, we must all work to maintain a consistent, running discourse. 15% of your grade will be based on face-to-face class participation and your *level* and *quality* of participation in the weekly online or class-based discussions. (At minimum, for each online discussion you must have one primary post and one response post.) These assignments must be completed on time and late work will result in penalties. The primary post must be made by Wednesday each week; the response post to at least one classmate’s post must be made by the following Saturday.

### Partnerships Awareness Interview

For this initial assignment, you will interview an individual working in a site consistent with your professional specialization about the engagement of families, the community and the schools with their site. An interview protocol will be provided and students will submit the protocol and a three page reflection essay as the required components for this assignment.

**DUE DATE = Third Week of Summer Session**

**20%**

### Comparison of Family, School, and Community Partnerships between US school system and international school system

Develop a comparison graphic organizer that identifies similarities and differences between US and International family, school, and community partnership. Include in this comparison pictures, anecdotes, interview data, and readings. Utilize Epstein’s key features of partnerships as a framework for comparison.

**DUE DATE = Fourth Week of Summer Session**

**20%**

### Global Framework for School Leadership and Dual Language Education

In professional design teams students will develop a plan for family-school-community partnerships. Their model should include a framework for practice, a graphic representation of the model, narrative description of components including accountability processes and a 10 minute presentation. The project should include all components listed below and all teams will make their ten minute presentation to the class and community partners during the final week of the semester.

- Rationale for the need for a family, school, and community partnership that involves global perspective
- Description of partners involved

**40%**
LEED Global Partnerships

- Description of the populations served by the entities and the overlap/connections across populations served (addressing cultural competency)
- Description of the need to consider dual language education
- Description of process utilized to build and effective partnership
- Goals for the partnership for year 1, year 2, and year 3.

**DUE DATE = Final Week of Summer Session**

**FINAL GRADES**

| Class Participation | 20% | Ongoing |
| Partnerships Awareness Interview | 20% | 3rd Week of Semester |
| Mental Health for Healthy Communities PSA | 20% | 4th Week of Semester |
| Partnership Model | 40% | Final Week of Sem. |

**TENTATIVE SCHEDULE**

(*this is a tentative schedule and is subject to change*)

<table>
<thead>
<tr>
<th>Date</th>
<th>Standards</th>
<th>Topics/Readings</th>
<th>Activities</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Family-School-Community Partnerships: An Introduction</td>
<td>Pre-Departure Orientation</td>
<td>Pre-Departure Survey Assessment</td>
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<td>Exploration of Models</td>
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<td>Introduction of Logic Model to Shape Engagement with Material</td>
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<td>Week 2</td>
<td>Culturally-Inclusive Partnerships: Purpose, Function and Form</td>
<td>Exploration of Models</td>
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<td>Systemic Influences Assignment</td>
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<td>Transforming Practice Through Discourse and Reflection</td>
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<td>Week 3</td>
<td>Domestic &amp; Global Partnerships</td>
<td>Experiential &amp; Reflection Activities</td>
<td>Partnerships Awareness Interview</td>
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<td>Week</td>
<td>Societal Needs, Cultural Perceptions of Profession, Societal Structures, Cultural Competency Needs of Counselors</td>
<td>Reflection Assignment</td>
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<td>Week 4</td>
<td>Domestic &amp; Global Partnerships</td>
<td>Experiential &amp; Reflection Activities</td>
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<td>Similarities, Differences, Purposes Served, People Involved, Potential for Innovation</td>
<td>Comparison of School, Family, and Community Partnerships</td>
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<td>Week 5</td>
<td>Domestic &amp; Global Partnerships</td>
<td>Activities: Introducing the Business Model Canvas</td>
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<td>Moving Towards the Ideal</td>
<td>Building a Coalition of Support</td>
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<td>Drivers of innovation, the role of the counselor, designing, facilitating and assessing the impact of partnerships</td>
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<td>Week 6</td>
<td>Pitching Partnership Models</td>
<td>Class Presentations Reflection Discussion</td>
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<td>Partnership Model</td>
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