Department of Education Studies  
SEED 5326.501: Family, School, and Community Engagement within a Context of Justice and Civic Engagement  
Fall 2021

Instructor: Dr. Heather Olson Beal  
Course Time: Online, via D2L  
3 virtual meetings: Tuesdays, 7:00-8:15

Pronouns: she/her/hers  
Credits: 3 hours  
Office: 201-O ECRC  
Prerequisites: None  
Office Hours: T & Th, 1-4  
Email: send all email through D2L

Prerequisites: None

I. Course Description: This course provides the knowledge, skills, and dispositions for students to engage families, schools, and communities within a context of justice and civic engagement. Students learn to design responsive strategies in collaboration with families and communities that synthesize with researched best practices.

This course includes a critical assignment related to accountability and accreditation. The Synthesis Project / Action Plan assignment will be submitted in the D2L Dropbox and to LiveText, the data management system of the College of Education.

SEED 5326 (Family, School, and Community Engagement within a Context of Justice and Civic Engagement) (3 credits; fully online) spans 15 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to participate in regular online, asynchronous discussions, complete quizzes/exams over the course content, complete multiple writing assignments that evaluate their ability to think critically about school-family-community engagement, and attend regular virtual class meetings. For every hour a student spends engaging with the content, he/she should spend at least two hours completing associated activities and assessments.

Perkins College of Education Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives:

This course supports the Perkins College of Education Core Values, with particular attention to:  
- Critical, reflective, and creative thinking
Life-long learning
Collaboration
Openness to new ideas, to culturally diverse people, and to innovation and change
Service that enriches the community

Program Learning Outcomes. Candidates in this program will:
1. Evaluate issues of cultural diversity, social justice, and critical pedagogy and design culturally responsive curriculum, instruction, and assessment.
2. Analyze education data and apply findings to educational decisions.
3. Evaluate and assess the impact of local/state/federal education policies on stakeholders.
4. Apply communication and engagement strategies to enhance family, school, and community collaboration for student success.

Student Learning Outcomes. Students in this course will:

1. Critically analyze research studies that identify effective partnerships among teachers, parents, schools and communities in local and global communities.
2. Identify traditional definitions of “parent involvement” and their critiques.
3. Reflect on the intersections of race, gender, class, language, and religion in engaging in partnership work.
4. Conduct field research on a home, school, community project in their local community.
5. Evaluate the quality of school-family-community engagement at an area school district.
6. Document participation in family-school-community engagement activities and events and reflect on their application to current or future school contexts.
7. Develop an engagement plan for building a reciprocal relationship with a specific home, school, and community partnership.

III. Course Assignments and Activities:

**COURSE ASSIGNMENTS:**

1. Discussion Participation: Students will participate in regular online discussions and reflections about course topics. (SLO 1, 3)
2. Written Analyses: Students will read and submit critical analyses of research-based articles and identify their applications (or lack thereof). (SLO 1-3)
3. Community Research: Students will conduct field research on several family-school-community stakeholders and synthesize it with research on best practices for responsive community engagement. (SLO 4)
4. Family-School-Community Engagement Action Log: Students will keep a log of actions they take or events they attend to engage with their school-community. (SLO 6)
5. Synthesis Project / Action Plan: Students will synthesize what they have learned from the course readings, discussions, interviews with school/community members, personal ecomaps, and community asset maps and will articulate action steps they can take to build or improve a relationship with a specific group of stakeholders with whom you interact.
6. Engagement in Virtual Class Meetings: Students will participate in class meetings using the Zoom conference tool (SLO 1, 3).
VIRTUAL CLASS ATTENDANCE: Students must log in on time, attend, remain for the entirety of the meeting, and fully engage in all three class meetings. If an absence is necessary, please communicate with me in advance to discuss the possibility of making up the missed class session. Points may be deducted from the course grade for missing the Zoom sessions.

LATE WORK
All written assignments are due at midnight. You may submit the assignments in the Late Work folder up to 48 hours after the due date without penalty. After 48 hours, the work may/may not be accepted at my discretion. Late work will not receive feedback and will receive a reduction in grade.

QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors. Poorly written papers, identified by poor grammar, spelling, sentence structure and lack of APA style citations, will be returned and must be resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor.

If you’re still reading this, use the D2L email tool to send me the name of your favorite TV show when you were a kid.

IV. Textbooks / Readings:

There is no required textbook for this course. I work hard to reduce the costs you will incur for taking my courses. That means choosing publicly available course readings and materials as much as possible.
V. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>Discussion Participation</td>
<td>Students will participate in regular online discussions and reflections about course topics. (SLO 1, 3)</td>
<td>20%</td>
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<tr>
<td>Written Analyses</td>
<td>Students will read and submit critical analyses of research-based articles and identify their applications (or lack thereof). (SLO 1-3)</td>
<td>20%</td>
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<tr>
<td>Engagement Actions and Reflective Log</td>
<td>Students will engage in and write written reflections regarding actions they take or events they attend to engage with their school-community. (SLO 3, 4, 6)</td>
<td>10%</td>
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<tr>
<td>Community Research</td>
<td>Students will conduct field research on a home, school, community project in their local community and synthesize findings with research on best practices for responsive community engagement. (SLO 4)</td>
<td>20%</td>
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<tr>
<td>Synthesis Project / Action Plan</td>
<td>Students will synthesize what they have learned from the course readings, discussions, interviews with school/community members, personal ecomaps, and community asset maps and will articulate action steps they can take to build or improve a relationship with a specific group of stakeholders with whom you interact. (SLO 7)</td>
<td>25%</td>
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<td>Engagement in Zoom sessions</td>
<td>Students will participate in class meetings using the Zoom conference tool. (SLO 1, 30)</td>
<td>5%</td>
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VI. Tentative Course Outline/Calendar (detailed course timeline in D2L):

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<tr>
<th>Topics</th>
<th>Weeks</th>
<th>Assignments Due</th>
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<tr>
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<td>Common Beliefs Survey: 8/28</td>
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<td></td>
<td>Week 2: Aug 30-Sept 5</td>
<td>ZOOM meeting #1: 8/31, 7:00-8:15 pm</td>
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<td></td>
<td></td>
<td>M1 Read and Reflect: 9/5</td>
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<tr>
<td>Module Two: Complicating “parental involvement”: Teacher-family engagement</td>
<td>Week 3: Sept 6-12</td>
<td>M2 Read and Reflect: 9/12</td>
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<td>Week 4: Sept 13-19</td>
<td>Jigsaw Activity Article Summary: 9/15</td>
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<td>Discussion Board: Sept 16-19</td>
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<td>Week 5: Sept 20-26</td>
<td>M2 Case Studies: Sept 26</td>
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<td>Week 6: Sept 27-Oct 3</td>
<td>Parent Interviews Assignment: Oct 3</td>
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### Module Three: Making the most of school-family relationships

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<tr>
<th>Week 7: Oct 4-10</th>
<th>M3 Discussion Board: Oct 7-10</th>
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| Week 8: Oct 11-17| Mid-term engagement log check: Oct 15  
M3 Read & Reflect: Oct 17 |
| Week 9: Oct 18-24| M3 Local District Profile: Oct 24 |

### Module Four: Building community-school-family partnerships

| Week 10: Oct 25-31 | ZOOM meeting #2: Oct 26, 7:00-8:15  
M4 Community EcoMap: Oct 31 |
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<td>Week 11: Nov 1-7</td>
<td>M4 R &amp; R / EcoMap Revision: Nov 7</td>
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| Week 12: Nov 8-14  | M4 Comm. Assets DB: Nov 11-14  
M4 Community Asset Map: Nov 21 |
| Week 13: Nov 15-21 |                                    |

### Module Five: Evaluating family-school-community partnerships

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<tr>
<th>Week 14: Nov 22-28</th>
<th>HOLIDAY BREAK</th>
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<tr>
<td>Week 15: Nov 29-Dec 5</td>
<td>Final Engmt Log &amp; Reflection: Dec 5</td>
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| Week 16: Dec 6-10 | ZOOM meeting #3: Dec 7, 7:00-8:15  
Synthesis Project / Action Plan: Dec 10 |

### VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

### VIII. Student Ethics and Other Policy Information:

**A. Attendance (online) (Policy 6.7):** This course is fully on-line. However, you must demonstrate online attendance. If you go more than 4 consecutive days without logging in to work on the course, that will constitute an official absence. More than 3 absences (=3 periods of not logging in for 4 days) will result in the loss of a letter grade.
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

B. LiveText

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

C. Academic Accommodation for Students with Disabilities (Policy 6.1 and 6.6)

To obtain disability-related accommodations and / or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and / or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

D. Student Academic Dishonesty (Policy 4.1)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their
instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Penalties for academic dishonesty** may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**E. Withheld Grades Semester Grades Policy (Policy 5.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**F. Student Code of Conduct (Policy 10.4)**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or
other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

G. Mental Health

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

H. Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.
IX. Other Relevant Course Information:

A. Students experiencing food insecurity:

Food for Thought is a food pantry at SFA to help alleviate hunger among students. Visit on the 3rd floor of the Student Center, 3.201:  http://sfasu.edu/studentaffairs/1319.asp

B. Students with DACA status:

Letter from (former) President Pattillo, SFASU (Fall 2017)
Dear SFA Community,

The recent announcement about the Deferred Action for Childhood Arrivals (DACA) impacts the SFA community. The change this new approach creates can dramatically impact the lives of young people who were brought to the U.S. as children. Some of those young people affected are Lumberjacks. Each one of them is valued. Each one of them contributes to the SFA experience.

We recognize that though we are very different from one another, we are united by the Lumberjack Spirit. When we espouse the root principles of The SFA Way, we pledge our commitment to Respect, Caring, Responsibility, Unity and Integrity. Now is a time to reinforce our commitment to these principles for every student, from every background and experience, who made SFA their university of choice. It is through their commitment to the transformative experiences we offer that we all benefit.

Like other university presidents from across the nation, I hope that Congress swiftly passes bipartisan legislation that will provide a permanent solution for this issue. Our students who are affected by the DACA changes need a clearly defined and understandable pathway that allows them to continue to live, work, study and achieve citizenship in the only nation many of them have ever known as home.

Sincerely,
Baker Pattillo
President

C. CHILDREN IN VIRTUAL SESSIONS

Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time.

1) Breastfeeding babies and children of all ages are welcome and may be visible on screen during class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required.
2) Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.

3) Do not take any photos, audio, or video of any children on screen. Students who do so are subject to censure.

4) All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.

5) Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.

6) This policy might not be extended to students caring for babies and children that are not their own (e.g., babysitting as part of a job).