Department of Education Studies
SEED 5326.501: Family, School, and Community Engagement within a Context of Justice and Civic Engagement
Fall 2023

Instructor: Dr. Vicki Mokuria  Course Time: Online, via D2L
Pronouns: she/her/hers  virtual meetings
Office: virtually  Prerequisites: None
Office Hours: Tuesday & Thursdays 2-4:30 pm  Credits: 3 hours
Email: send all email through D2L or Vicki.Mokuria@sfasu.edu

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 QClassroom, 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.

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).
**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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>% of grade</th>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>Community &amp; Critical Family History Research</td>
<td>Students will conduct field research on their family, 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>
</tr>
<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>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>
VI. Tentative Course Outline/Calendar (detailed course timeline in D2L):

Tentative List of Weekly Assignments for SEED 5326-501- Family, School & Community Engagement – Changes or updates will be in D2L and all students will be informed of any changes.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Module 1: Critical Family History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug. 28th - Sept. 3rd</td>
</tr>
<tr>
<td></td>
<td>Due: September 3rd</td>
</tr>
<tr>
<td></td>
<td>Starting in Your Family – Conducting a Critical Family History</td>
</tr>
<tr>
<td></td>
<td>• Attitudes towards others from other ethnic/cultural/racial backgrounds</td>
</tr>
<tr>
<td></td>
<td>• Familial attitudes towards religion (family’s and others)</td>
</tr>
<tr>
<td></td>
<td>• Attitudes towards education/educators/schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Module 1: Critical Family History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>September 4th - 10th</td>
</tr>
<tr>
<td></td>
<td>Due: September 10th</td>
</tr>
<tr>
<td></td>
<td>Focus on your Critical Family History</td>
</tr>
<tr>
<td></td>
<td>• Attitudes towards others from other ethnic/cultural/racial backgrounds</td>
</tr>
<tr>
<td></td>
<td>• Familial attitudes towards religion (family’s and others)</td>
</tr>
<tr>
<td></td>
<td>• Attitudes towards education/educators/schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Module Two: Why family-community-school engagement?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>September 11th - 17th</td>
</tr>
<tr>
<td></td>
<td>Due: September 17th</td>
</tr>
<tr>
<td></td>
<td>Module 2: Why Family-School-Community Engagement?</td>
</tr>
<tr>
<td></td>
<td>• Share Critical Family History findings in your group</td>
</tr>
<tr>
<td></td>
<td>• Begin Reflective Log</td>
</tr>
<tr>
<td></td>
<td>• Read &amp; Reflect articles – complete group reflection chart or 10 min zoom talk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Module Two: Why family-community-school engagement?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>September 18th - 24th</td>
</tr>
<tr>
<td></td>
<td>Due: September 24th</td>
</tr>
<tr>
<td></td>
<td>Jigsaw Activity Article Summary Discussion Board</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Module Three: Complicating “parental involvement”: Teacher-family engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sept. 25th - October 1st</td>
</tr>
<tr>
<td></td>
<td>Due: October 1st</td>
</tr>
<tr>
<td></td>
<td>M2 Case Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Module Three: Complicating “parental involvement”: Teacher-family engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>October 2nd – 8th</td>
</tr>
<tr>
<td></td>
<td>Due: October 8th</td>
</tr>
</tbody>
</table>
**Assignments**

1. Critical Family History Project - focusing on ways YOU/YOUR family engage/d with the school and/or community.
2. Article reviews/reflections
3. Interview with parents.
4. Engagement log
5. Plan and implement a Family-Community-School Event (Synthesis Project)

**Our zoom meetings:**

- Thursday, August 31st at 7:15 PM
- Thursday, September 28th at 7:15 PM
- Thursday, October 26th at 7:15 PM
- Thursday, November 30th at 7:15 PM
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): 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.

Class Attendance and Excused Absence: Policy 6.7

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 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. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

C. The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold
this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

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

D. Withheld Grades: Policy 5.5
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

E. Student Code of Conduct: Policy 10.4
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/docs/board- regents/student-code-of-
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.

F. Certification/Licensing Requirements

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due within the first two weeks of the semester. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

1. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin) . YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

2. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:

A. Students Experiencing Food Insecurity

The Pantry is a food pantry at SFA to help alleviate hunger among students. The Pantry is located in Room 315 of the Rusk building.

B. Students who are Parents

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to students, staff, and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary.

2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. Please communicate with me via email as soon as the need to bring a child to class arises. Based on the course content, age of the child, and needs of other students, I reserve the right to ask you to not bring the child to class. In this case, we will make other arrangements for you to make up the missed material.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until
their needs have been met.

5) While I maintain the same high expectations for all students in my classes regardless of parenting status, as a parent, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.

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

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255) or 988 (national suicide hotline)
- Crisis Text Line: Text HELLO to 741-74