



Graduate Course Syllabus

EDU 617: Building Community Through Education

Center: Online

Course Prerequisites

EDU 545

Course Description

Explore the tools, resources, and knowledge educational leaders must utilize in order to sustain a quality educational program and be the drivers of positive change within communities. Examine educational leaders' responsibilities to and decisions surrounding key community stakeholders such as students, instructors, parents/guardians, advisory boards, and local businesses.

Course Outcomes

- Evaluate diverse roles of community stakeholders for determining how to strengthen mutually beneficial relationships within communities
- Propose modes of communication for strengthening specific stakeholder relationships within communities
- Determine appropriate leadership skills that build trusting relationships for addressing specific community relations
- Develop plans for collecting and assessing community stakeholder feedback that addresses the effectiveness of community partnerships
- Assess the potential impact of community partnerships in education for promoting student learning
- Create community partnership plans that incorporate an organization's mission and vision for improving diverse educational environments

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

Educational Partnerships: Connecting Schools, Families, and the Community

Amy Cox-Petersen

Sage Publications

2011

ISBN: 978-1-4129-5212-5

Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	9	35	315
Short Papers	2	30	60
Presentation	1	30	30
Outline	1	20	20
Final Project			
Milestones	3	75	225
Final Project Submission	1	350	350
			Total Course Points: 1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00

Grade	Numerical Equivalent	Points
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	<p>Community Partnerships</p> <p><i>Educational Partnerships: Connecting Schools, Families, and the Community</i></p> <ul style="list-style-type: none"> Chapter 1, Sections <i>What Is an Educational Partnership</i> through <i>Characteristics of Effective Partnerships</i> Chapter 1, Sections <i>A Collaborative View of Educating Children</i> through <i>Chapter Summary</i> Chapter 2, Section <i>Social and Cultural Capital</i> Chapter 9, Section <i>Partnership Examples</i> Chapter 11, Section <i>Implementing and Sustaining Educational Partnerships</i> <p>1-1 Final Project Review</p> <p>1-2 Discussion: Introductions and Questions</p> <p>1-3 Presentation: Presenting the Partners</p> <p>1-4 Looking Ahead: Preparing for Interview (Non-graded)</p>

Module	Topics and Assignments
2	<p>Learning from Leaders</p> <p><i>Educational Partnerships: Connecting Schools, Families, and the Community</i></p> <ul style="list-style-type: none"> Chapter 10, Sections <i>Creating an Action Plan</i> through <i>Stating Goals and Objectives</i> Chapter 11, Sections <i>Professional Learning Communities (PLCs)</i> through <i>Curriculum Mapping</i> <p>2-1 Reminder: Conduct Interview</p> <p>2-2 Discussion: Case Study Analysis I</p> <p>2-3 Short Paper: Interview Summary</p> <p>2-4 Reminder: Milestone One</p>
3	<p>Proposing a Partnership</p> <p><i>Educational Partnerships: Connecting Schools, Families, and the Community</i></p> <ul style="list-style-type: none"> Chapter 8, Sections <i>Barriers and Challenges That Partnerships Face</i> through <i>Strategies to Address Barriers</i> Chapter 10, Sections <i>Creating an Action Plan</i> through <i>Identifying Potential Barriers</i> <p>3-1 Discussion: Success Drivers & Barriers</p> <p>3-2 Final Project Milestone One: Proposal</p>
4	<p>Planning for Action</p> <p><i>Educational Partnerships: Connecting Schools, Families, and the Community</i></p> <ul style="list-style-type: none"> Chapter 9, Sections <i>Seeking and Organizing Partnerships</i> through <i>Inviting Partnerships With Families</i> Chapter 9, Section <i>Writing Grants That Support Teaching and Learning</i> Chapter 9, Table 9.3 (Action Plan and Timeline for a Research Experiences for Children Grant Proposal) Chapter 10, Sections <i>Timeline for Implementation</i> through <i>Implementing Your Action Plan</i> Chapter 11, Sections <i>Implementing and Sustaining Educational Partnerships</i> through <i>Implementing and Sustaining Partnerships with Families</i> <p>4-1 Discussion: Analyzing an Action Plan</p> <p>4-2 Outline: Milestone Planning</p> <p>4-3 Reminder: Milestone Two</p>
5	<p>Communicating as Partners</p> <p><i>Educational Partnerships: Connecting Schools, Families, and the Community</i>, Chapter 11 (Sections <i>Selling the Partnership</i> through <i>Promoting On-Going Communication</i>)</p> <p>5-1 Discussion: Role of Feedback</p> <p>5-2 Final Project Milestone Two: Action Plan</p>
6	<p>Data as Feedback</p> <p><i>Educational Partnerships: Connecting Schools, Families, and the Community</i>, Chapter 11 Review (Sections <i>Selling the Partnership</i> through <i>Promoting On-Going Communication</i>)</p> <p>6-1 Discussion: Case Study Analysis II</p> <p>6-2 Short Paper: Communication Plan and Samples</p> <p>6-3 Reminder: Milestone Three</p>

Module	Topics and Assignments
7	<p>Leading While Sharing Decisions</p> <p><i>Educational Partnerships: Connecting Schools, Families, and the Community</i>, Chapter 5 (Sections <i>Decision Making through Collaborating With the Community</i>)</p> <p>7-1 Discussion: Leadership Skills in Shared Decision Making</p> <p>7-2 Final Project Milestone Three: Reflection</p>
8	<p>Peer Review</p> <p>8-1 Discussion: Peer Review</p> <p>8-2 Reminder: Final Project</p>
9	<p>Proposal, Action Plan, and Reflection</p> <p>9-1 Final Project Submission: Community Partnership Initiative</p> <p>9-2 Reminder: ePortfolio</p>
10	<p>Reflection and Review</p> <p><i>Educational Partnerships: Connecting Schools, Families, and the Community</i>, Chapter 11 (Section <i>Parents, News, and Misconceptions</i>)</p> <p>10-1 Discussion: Learning Reflection</p> <p>10-2 Review: Final Project Feedback (Non-graded)</p>

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted this policy to provide for prompt and equitable resolution of complaints regarding any action prohibited by Section 504, the ADA, or the ADAAA.

For questions about **support services, documentation guidelines, general disability issues, or pregnancy accommodations**, please visit the [Online Accessibility Center](#) (OAC).

As a student, you must complete an interactive intake process, with supporting documentation, in order to be granted accommodations. Once reasonable accommodations are approved by the OAC, you will receive an accommodations letter. You are then responsible for sharing the letter with your instructor. Accommodations are not retroactive.

If you feel you've been subject to discrimination on the basis of disability, by any party, you may file a complaint or grievance. For more information on the ADA/504 Grievance Policy, go to the [Disability and Accessibility Services](#) website.

Academic Integrity Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).