

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	Ed Leadership & Policy Studies Education EAD 846-S School Community Relations (S)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2/14/08	Graduate Council*
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee	3/6/08	Approved ____ Disapproved ____
General Education Committee*	n/a	Faculty Senate**
Teacher Education Committee*	3/26/08	Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To create a new course (alternate version of EAD 846 with service learning emphasis)</p> <p>A. 2. Effective date: (Example: Fall 2001) Fall 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: This course is part of an interdepartmental service learning project (involving C&I, COU, EAD, and SED and with grant support from the QEP). The course is a revised version of the existing course EAD 846 with an emphasis on field-based activities supporting a service learning project in an actual school setting.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strickthrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

EAD 846S - School Community Relations-Service Learning Option (3) A.

Field-based course designed to engage students in developing and implementing a community relations program contributing to a service learning activity in an actual school setting (Service Learning option for EAD 846).

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and *underlines* for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~strickthrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EAD	846-S	Fall 2008	AS _____ JS _____ BT _____ EM _____ ED <u>XX</u> PC _____ HS _____	CEDL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
			Cip Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
			SO _____	SR _____
			FOR BANNER USE ONLY	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____			Date of data entry _____	
			Data entry person _____	

Co-Requisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit not allowed with; or formerly:)

Course Prefix and No.	EAD 846
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

EAD 846-S: Leadership for School-Community Relations (Service Learning)
Department of Educational Leadership and Policy Studies
Eastern Kentucky University, College of Education

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Office Hours: by appointment.

COURSE DESCRIPTION: This is a field-based course designed to engage students in developing and implementing a school-community relations program contributing to a service learning activity in an actual school setting. Course work will be geared toward enhancing relevant knowledge/skill sets and building capacity to support program development and implementation. In the field-based component, students will be involved in providing administrative leadership and support for teaching and learning activities that involve community and contribute to community well-being.

TEXTS:

Gestwicki, C. (2006). *Home, School and Community Relations: A Guide to Working with Families*. New York: Thomson Delmar.

Other readings will be made available in electronic format (i.e., via documents or links posted on Blackboard).

COURSE OBJECTIVES:

1. Assess and evaluate community context and deploy findings as the basis for designing and implementing a program for school-community relations that is responsive to the specific school/ community and aligned with the goals/objectives of the proposed service learning project.
2. Evaluate, develop, and implement appropriate communication skills needed to convey relevant knowledge about programs to various constituencies (e.g., parents, press, and/or community leaders).
3. Demonstrate interpersonal skills and dispositions that would enable one to work productively with school employees and other constituencies.
4. Synthesize relevant literature and other resources and deploy as the basis for devising and implementing effective strategies for consensus-building around questions and decisions related to the proposed service learning project.
5. Evaluate and assess needs and objectives, and deploy findings as the basis for planning and conducting effective meetings.
6. Demonstrate skill in building community support for school initiatives (e.g., the proposed service learning project), and evaluate efforts in this regard.
7. Assess and evaluate political context and deploy findings as the basis for demonstrating effective strategies and dispositions for dealing with political forces impacting schools.
8. Assess and evaluate relevant internal and external factors influencing school-community relations.

REQUIRED ACTIVITIES/TOPICS:

1. Prepare, present, and submit a paper synthesizing findings from a review of all relevant school leadership documents (school improvement plan, school safety plans, etc.)
2. Prepare, present, and submit an action plan outlining the proposed service learning project, including description of resources needed, roles/responsibilities, timelines, etc. (required ePortfolio entry). *Note: action plan will be presented to school faculty, parents, and community representatives.*
3. Prepare, present, and submit a public engagement plan, including sample activities (required ePortfolio entry). *Note: public engagement plan will be presented to school leaders (e.g., principal, school-based decision-making council).*
4. Prepare, present, and submit a reflective essay focused on the concept of “place” in education (e.g., how and why should a commitment to place and context feature prominently in schooling processes?); the role of schools in contributing to community well-being (e.g., what is the role of the school with regard to community well-being?); outcomes for teachers, students, parents, and others (e.g., how and in what ways can service learning activities impact the work of students, teachers, parents, others?) (required ePortfolio entry).
5. Update career and /or growth plan.

PROFESSIONAL EDUCATION PROGRAM MODEL:



COURSE OUTLINE: Class sessions will consist of (1) lecture/discussion of relevant topics, (2) small and large group activities, (3) structured workshop during which students will be introduced to and practice relevant skills; and (4) field-based practice. Some specifics need to be decided collaboratively, and we will do so at the first class session. A full outline with topics, dates, etc. will then be posted on Blackboard.

EVALUATION/GRADING SCALE:

1. Leadership documents synthesis paper and presentation (50 pts)
2. Action plan paper and presentation (50 pts)
3. Public engagement plan paper and presentation (50 pts)
4. Reflective essay paper and presentation (50 pts)
5. Self-assessment of participation in field-based activities (50)

Grading Scale: A = 225-250; B = 200-224; C = 175-223; D = 150-174; F = <150

STUDENT PROGRESS: Student progress will be assessed via self-evaluation and instructor evaluation after activity/topic 1 (to take place within the first 4 weeks of the semester), after activities/topics 2 and 3, and after activity/topic 4.

ATTENDANCE POLICY: Students are expected to attend every class. If an absence is unavoidable, the student should contact the instructor to make alternate arrangements.

LAST DAY TO DROP: See Colonel's Compass: <http://www.eku.edu/compass/>

DISABILITIES STATEMENT: If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

ACADEMIC INTEGRITY: Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at <http://www.academicintegrity.eku.edu>. Questions regarding the policy may be directed to the Office of Academic Integrity.

PROFESSIONAL STRANDS IN THE COLLEGE OF EDUCATION:

Common Elements of All Professional Education Course Syllabi

- **FIELD EXPERIENCES:** When appropriate: Observation in public schools.
- **METACOGNITION SKILLS:** Students will review and analyze research and summarize the thoughts of other researchers as well as analyze their research findings.
- **COMMUNICATION SKILLS:** Communication skills will be displayed through speaking, writing, and class experience.
- **RESEARCH SKILLS/ INDEPENDENT LEARNING:** Students will be required to
- demonstrate research and independent learning skills specified by the instructor.

- **PLANNING SKILLS:** Time management skills are needed in order to participate effectively in Educational Research.
- **TECHNOLOGY:** All products/reports must be word processed and all presentations will be on-line. All tests will also be on-line. Students will be introduced to the Kentucky New Teacher Standards for using technology and relevant criteria including blackboard experiences.
- **PROFESSIONAL/SOCIAL SKILLS:** Students will interact with college instructors, peers, cooperating teachers, and schools.
- **TEAMING/COLLABORATION:** Teaming and collaboration will be encouraged. In the case of Educational Research this requirement will be met through e-Learning teams.
- **CONTINUOUS AUTHENTIC ASSESSMENT:** Students are provided continuous feedback on each requirement. They also have opportunities for self-assessment.
- **DIVERSITY:** Awareness of the diverse characteristics of students and the types of school climates will be an integral component of course and field experiences.
- **INCLUSION/EXCEPTIONALITIES:** Awareness of exceptionalities and inclusive classrooms will be a part of course.