

Experiential Learning Course Proposal Cover Sheet
(use this form if your program is seeking approval for a whole course to count as an ELR)

Program/Department/School Submitting Proposal Early Childhood Education/TLC **Date Submitted** 9/15/2011

Contact Person Janice Kroeger, Ph.D. Coordinator **E-mail** jkroegel@kent.edu **Phone:** 2-0617

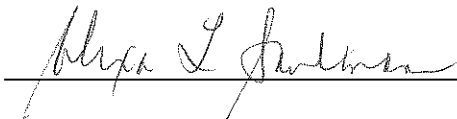
Course Number/Title: ECED 40142/50142 Home, School, Community Partnerships/Relations

Number of Credits (3)

Check one:

New Proposal X **Resubmission with Revision** **Date of Original Submission** _____

Select Appropriate Experiential Learning Category/Categories: Practical Experiences

Chair/Director Signature  **Date** 9/28/11

Date Approved by College Curriculum Committee _____

Dean Signature: _____ **Date** _____

For URCC use only

Date Received by URCC _____

Decision:	Approved	_____	(Date)	<input checked="" type="checkbox"/>
	Withdrawn by Submitter	_____	(Date)	
	Minor Revision – Resubmit	_____	(Date)	
	Major Revision – Resubmit	_____	(Date)	
	Denied	_____	(Date)	

Course-Based Experiential Learning Requirement Form
(use this form if your program is seeking approval for a whole course as an ELR)

Please consult the Experiential Learning Guidelines as you respond to each item on this form.

Course Subject/Number/Title: ECED 40142/50142 Home, School, Community Partnerships/Relations

Credit Hours: (3)

Prerequisite(s): Advanced study in ECED

Please attach a master syllabus for this course, and submit a course catalog update workflow.

The course objectives section of the syllabus must include the goals of the experiential learning component.

1. Describe how the course provides opportunities for students to:

- The course connects ideas in NCLB (No Child Left Behind) & state policies on family and community partnerships to the practical and real life concerns of low-income, diverse, rural, urban and suburban contexts. Students study and understand concepts of communication adaptation and apply skills in real classroom conversations with families to support the development of young children. New and different contexts including international settings (refugee & low income immigrant/new immigrant), inner-city and rural settings and settings with varied religious practices, ethnicities and racial make-up.
- Through projects: Parent event/experience Projects, short term Parent-Child-Teacher study, and social action projects, students demonstrate an application of partnering skills and this experience broadens their understanding of the discipline (Early Childhood Education), the world (persons from global and local contexts) and themselves as they re-interpret their own identity as teachers in classrooms.
- The experience shapes their current and future learning in settings that may contain a variety of learners and their families (ethnically diverse, socio-economically diverse, linguistically diverse, with varied sexual orientations and/or gendered practices).

2. Explain how the three learning outcomes will be assessed:

- Learning outcomes will be assessed through the performance of a series of 5 projects: 1) a self-identity family study, part 1 and part 2 (the second part completed after the field experience and larger projects), 2) an interview project (with directors, principals, mentor teachers and parents) 3) a book review (research topics include: immigrant experience, social class variation, racial perspectives, sexual orientation, and literacy from an urban perspective), 4) curriculum planning (with an emphasis on integrating community understanding and communicating with families and the community), and 5) parent event experience or social action projects. All major projects are completed within a “constructivist” inquiry based stance—in other words students make decision about their work based upon the contexts in which they are teaching.

3. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

Faculty teaching the course have been engaged in the ELR agenda on the Kent campus since its inception. Faculty are widely versed in providing experience learning components within their courses in schools and communities. The fuller ECED faculty approved this proposal at the September 8th faculty meeting. The syllabus has been used by multiple faculty over time and is abided to when doctoral students teach the course.

URCC Use Only

Date Received by URCC _____ *Date Approved by EPC* _____

Date Approved by URCC _____ *Date Removed as ELR* _____

Home School Community Partnerships
TLCS—ECED 40142-section 001
Fall 2011
Kent State University
Rm 302 White, 11:00-1:45am T
Rm 302 White, 2:15-5:00 R

Professor: Janice Kroeger, Ph.D.
Classroom: Rm 302 11:00-1:45 & 2:15-5:00
Office: 404(L) White Hall
Office hours: 3:30-5:00 Mondays (please call and schedule appt.) ,or by
appointment at convenience (after class for example)
Telephone: 330-672-0617 (voice mail)
e-mail: jkroege1@kent.edu

Course Description

This course is designed to apprentice teachers in early childhood education to the policies, theories, practices, skills, and knowledge(s) of home-school, community-school partnerships in a globally diversifying 21st century. This course will help you to:

- understand **local diverse contexts** and the **global influences upon local diverse** contexts that shape development & learning opportunities for young children
- understand and consider the ecology of the child, accessibility of community services, supports, and agencies & their impacts upon the child
- consider ethical, practical, and culturally competent decisions to foster family engagement in children's learning (acknowledging social class, ethnic and racial differences in parenting, access to resources, etc.)
- demonstrate sensitivity to family structure and social-cultural backgrounds, identities & customs when making decisions about community involvement
- advocate for children and families to strengthen school learning

In this course you will:

- study yourself, the school, **communities, families, and children**
- study practical strategies in the literature in relation to future teaching situations
- study and practice effective collaborative, meaningful, positive and worthwhile communications with families
- practice and refine communication with families to engage them in children's learning and/or assessment
- demonstrate an ability to plan experiences involving families and communities by providing resources to promote child's learning and development
- garner a richer understanding of meaningful partnerships for effective family involvement practice as you transition from pre-k to primary grade classrooms

The Purpose

We will build upon your experiences within a “differentiated partnerships perspectives” and introduce a social action orientation to increase awareness, skill, knowledge, comfort, and aptitude when working with the families and communities of young children. You will be guided through activities, drawing upon skills learned in 30142 and reapplying and altering these skills within a limited field placement in demographically rich environments. Field placements in schools have been arranged to carry out aspects of our work. Experiences are active, challenging, and designed to help you develop your own base of practice—assignments will help you to work effectively with families and see teaching as an engagement for personal understanding, active civic engagement, culturally relevant communication, social networking and ultimately small and larger scale social change. Your experience will draw upon theories and contexts of Block II; the course is directed toward inclusive settings in primary grades (K-3).

Required Assignments

- I Personal Reflection part i. (due week 2) part ii. (due week 11): Self-Identity /Family Study 5% & 15% (Due Date 2nd week, 11th week)**
- II Teacher, Principal, and Ancillary staff/Community Member, Parent Liaison Interview (week 2-5) 15%**
- III Parents & Teacher Communication Tool (Weeks 3-10) 5%**
- IV 3-Day Curriculum Planning with family involvement, engagement, or assessment (due week 9) 20%**
- V Book Review and Book Presentation with Implications/Practice 20%**
- VI Development/implementation of a Social Action Project (weeks 6-12) OR Development/implementation of Parent Experience Project (weeks 6-12) 20%**

Participation: Throughout the semester you will be guided through several stages of larger projects. The *effort, thoughtfulness, interest, enthusiasm, and care* with which you complete these small things will influence your final grade. Did you come to class well prepared? How? Did you read the expected readings? Participate in discussion with respect and enthusiasm?

- 2nd week: Due Self Identity/Family Study Part 1 (5%)
- 2rd 4th week conduct, 5th due: Teacher/Principal/Community member interview (15%)
- 5th week to 8th week draft, implement, integrate: Parent/Teacher Communication Tool (5%) Tool due with 3-day curriculum project or PEP
- 5th, 6th, 7th, 11th, 12th 13th Book Reviews & presentations (20%)
- 4th –6th Social Action/Parent Experience Project Begun
- 4th-8th 3-day curriculum family engagement sequence begun(5th week draft due) **(9th week final due for discussion)**
- 6th- 9th SAP, PEP projects on-going work (20%)
- 11th week: self-identity family study, part II due (15%)
- 14th 15th week: Share Social Action Projects, Parent Event Implementation Due & Discuss

By 15th week: complete!

Class Attendance, Class reading & Participation

On-time, well-prepared, positive and professional interactions are expected. The instructor will take attendance at each class and record. Any late arrivals and hand-ins may affect final grade depending upon circumstances. Reading is expected and evaluated through your contributions to discussions. Students should be willing to critique their own thinking as well as the thinking of others. Assignments are expected to be typed and free of careless errors (grammar, word use, organization, etc). You are expected to interact with colleagues in the class and in the field in a manner that generates and extends the professionalism of all.

Field Component—a field component of the course has been arranged for you. You are expected to spend 14-16 hours per week with your mentoring teacher/field site within the first week and continue till the last day of class. The field is typically W and R with occasional Friday mornings (if hours need be made up).

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit www.kent.edu/sds For more information on registration procedures).

Grading System: All grades will be scored as a point value: with

- = A Superior (98-100%)
- = A- Pretty Close to Superior (92-97)
- = B+ Really Good (89-91%)
- = B Good (87-82%)
- = B- Slightly Above Average (81-80%)
- = C +Average(79-77%)
- = C Slightly Below Average (70-76%)
- = D Unacceptable (69.9 and below).

Participation: +/n/- (plus, neutral, minus) Will be applied to grades, which are closely between or may bring a grade down.

Assignment	Evaluation	Proportional Weight
• Self-Identity/Family Study (part 1 & 2)		5% & 15%
• Mentor teacher/Principal and ancillary staff/parent interview		15%
• Co-Developed Communication tool & analysis	Draft opportunity	5%
• Book Review/Presentation		20%
• Curriculum project Family literacy etc.	Draft opportunity	20%
• Social Action Project Or Parent Event Implementation		20%
Final Grade		100%

Readings

Required texts:

Weiss, H. B., Kreider, H., Lopez, M.E., Chatman, C. M. (2010). Preparing Educators to Engage Families: From Theory to Practice (2nd Ed). Sage Publishing.

Turner-Vorbeck, T. & Miller Marsh, M. (2008). Other Kinds of Families: Embracing Diversity in Schools. Teacher College.

Recommended: Edwards, P. A., Pleasants, H. M., & Franklin, S. H. (1999). A Path to Follow: Learning to Listen to Parents. Heinemann, NH. ISBN 0-325-00152-9

Copple, C. (Ed.) (2003). A World of Difference: Readings on Teaching Young Children in a Diverse Society. NAEYC: Washington.

Choose One Text For a Book Review:

Casper, V. & Schultz, S. B. (1999). Gay Parents Straight Schools: Building Communication and Trust. Teacher College Press.

Compton-Lilly, C. (2003). Reading Families. The Literate Lives of Urban Children. Teachers College Press, Columbia University.

Igoa, (1995). The Inner World of the Immigrant Child. Lawrence Erlbaum.

Ladson-Billings, G. (1994). The Dreamkeepers: Successful teachers of African American Children. Jossey-Bass Publishers.

Lareau, A. (2000). Home Advantage: Social Class and Parental Intervention in Elementary Education. Rowman & Littlefield Publishers.

Rosier, K. B. (2000). Mothering Inner-City Children: The Early School Years. Rutgers, University Press.

Shared readings are available on Electronic Reserves (password home21), others are available on Ohiolink. Some provided in class on the day of reading.
<http://reserves.library.kent.edu/coursepage.asp?cid=387>

Pace and timing of syllabus will depend on student needs, field placement decisions, mentor teacher responsiveness, and community partners. Sequence is firm. Due dates of assignments change slightly.

Date Topic Selection	Readings/Assignment—Due dates/Projects
Introduction Week 1	Course Introduction Readings, books, syllabus
Field overview	Building Community/Establishing expectations Activities name games, information sheets, walk about, digital photos,
Book Review Rubrics	Out of Class Reading Overview: Epstein Self-Identity, Family Study Review Part 1
SIFS Rubric (other rubrics available week 2)	Activity Plan: Book sign ups, getting to know you... Read: Epstein (as you prepare self-identity, family study (given out in class))
Week 2	Links that matter—what does the research say, where does it come from, what does it mean? Parents and Teachers for

<p>Home & School Partnerships Build Community</p> <p>From Involvement to Engagement</p>	<p>Children within rising demographic trends of diversity.</p> <p>Due/Share/Reflect: Self-Identity, Family Study Part 1 Reflections: Self-Identity, Family Study</p> <p>Start W/R Field Placements: teacher/principal/ancillary staff, planning for interview project, field experiences checklist</p> <p>Field work: Schedule and prepare interviews with teachers/principals/community members</p>
<p>Why and How—To Gain Understanding? How do we conceptualize family?</p> <p>Week 3</p>	<p>Parents Beliefs Turn Into Actions, Classroom Tips on gaining information, using it respectfully—establishing rapport in communities—The base of 3-person interview and group communication tool.</p> <p>Share examples: Discuss projects, curriculum development, understanding children & families, 3-day curriculum sequence</p> <p>Children's Literature and connections to the child, family, and community—assign, evaluate, share, critique (one piece to share)</p>
<p>Family, Community & Curriculum building</p> <p>Week 4</p>	<p>3-Day Curriculum Plan: Family Engagement Project</p> <p>Share examples: Discuss projects, curriculum development, understanding children & families, 3-day curriculum sequence</p> <p>Family talk stories Com Funds Know Child interview Life world resources Inter think Read-alouds Multicultural awareness Parent Interview Talking/drawing stories</p> <p>Study questions for Brantlinger or Kroegeer readings given</p>
<p>Differentiating Practices for Partnerships and Social Class</p>	<p>The Force(s) of Parents, Reflections of the Ohio Region, and issues of social class, identity, ideology and inclusive aspects of diversity.</p>

Week 5	<p>Book Review</p> <p>Lareau, A. (2000). <u>Home Advantage: Social Class and Parental Intervention in Elementary Education</u>. Rowman & Littlefield Publishers.</p> <p>Activity: Share interview work, group and individual goal setting</p> <p>Share: Group communication tool (prepare family/community communication tool foci)</p> <p>Due: Interview Analysis</p> <p>Due: Draft Curriculum Plan for one 3 day family engagement integration piece.</p>
<p>Social Class and Involvement Differentiating Practices</p> <p>Week 6</p>	<p>Poverty and its effects—Young Children and Poverty—Community Partnerships answers Risk with Resiliency</p> <p>Book Review: Rosier, K, B. (2000). <u>Mothering Inner-City Children: The Early School Years</u>. Rutgers, University Press.</p> <p>Discuss: Parent event resources/sharing, examples Social Action projects</p>
Week 7	<p>Differentiating Curriculum and Action for Parents</p> <p>Connections through parent events in communities</p> <p>Book Review: Compton-Lilly, C. (2003). <u>Reading Families, The Literate Lives of Urban Children</u>. Teachers College Press, Columbia University.</p> <p>Share/Check in: SAP or Parent Event Implementation? Brainstorm and discuss with teachers</p> <p>Due: Group Communication Tool Sent Out!</p> <p>Discuss: Parent event resources/sharing, examples Social Action projects</p>
<p>Week 8</p> <p>Video: Conflict Marvin Fine</p> <p>Conferences, Reflections on Tips for planning</p>	<p>Conflict & Its Resolution</p> <p>Activity: Have finalized plans for either parent engagement experience event or social action project (discuss w instructor/professor)</p>

parent events	
<p>Week 9</p> <p>The Important place of Grandparents, Foster/Adoptive Parents & Families and Fathers</p>	<p>Family Make-up</p> <p>Due: 3-day curriculum sequence due and handed in</p>
<p>Week 10</p> <p>The place of African American Children in Schools: Parent's points of view</p>	<p>Book Review: Ladson-Billings, G. (1994). <i>The Dreamkeepers: Successful teachers of African American Children</i>. Jossey-Bass Publishers.</p> <p>Work on SAP and Parent Events Ongoing in Field</p>
<p>Week 11</p> <p>Differentiating practices with Language Minority Children/Families</p>	<p>Required Reading:</p> <p>Book Review: Igoa, (1995). <u><i>The Inner World of the Immigrant Child</i></u>. Lawrence Erlbaum.</p> <p>Due: Part II Self Identity Family Study (utilize resources from class for part II!)</p>
<p>Week 12</p> <p>Immigrant Law with Language Minority Children and Parent/Teacher Practice</p> <p>Nominate top 3 cases from book</p>	
<p>Week 13</p> <p>Video: That's A Family</p>	<p>Book Review: Casper, V. & Schultz, S. B. (1999). <u><i>Gay Parents Straight Schools: Building Communication and Trust</i></u>. Teacher College Press.</p> <p>Share: Video reflection,</p>
Week 14	<p>Debrief: 3-day curriculum sequence share, examine, critique</p>

Caring for the Children we share reevaluated Introduction to formal group consensus building Caring Community Building	Case 1 _____ Case 2 _____ Case 3 _____ Case 4 _____ After you nominate cases professor will collect top 4 choices and each member will read and facilitate one case in depth (in group format).
Week 15 th	End Debriefing & Due: Social Action Projects & Parent Events Discussion: How it all comes together
Week 16	End Debriefing & Due: Social Action Projects & Parent Events Discussion: How it all comes together

I) Personal Reflection:

Self-Identity /Family Study 5% & 15% (Due Date 2nd, 12th week)

Part 1: In a concise but fairly short written paper (3-4 pages) describe your preschool years, primary school years, and adolescent period, and analyze the many ways your parents supported your education.

i. In a concise but fairly short written paper (3-4 pages) describe your preschool years, primary, and H.S. years. Describe the types of learning and parenting practices that occurred in your home (or family), your parents' marital, work, or culturally related practices, which bore influence upon your transitions into public school experiences. Describe how experiences in early years eased or prohibited your adjustment to early schooling. In other words:

- What were aspects of how parent's (or caregiver's) involvement mattered to your early schooling?
- Reflect upon the early primary grades, middle school, and high school.
- How were your primary caregivers (parents) involved in your schooling?
- How did they show you they valued your education?
- What did they do, say, think, or believe about school?
- What were other significant sources of learning or support, which helped you, be a successful student?
- Were there aspects of family life, which did not fit with school expectations of parents?
- What was your role in your own school success?

- ii. Revisit the first iteration of your self-identity family study. Reevaluate how your parents were involved and your place in your success with what you know now about children in low-income, sometimes high-risk or culturally diverse environments and determine how likely is it that students in your future classrooms will have a similar parental support model? What other parenting models may be present?
 - Using your reflections reevaluate the involvement model you grew up with.
 - Is it realistic for the children you worked with this semester? Why, why not? How? When?
 - What other important meso, micro, exo, and macro system support are crucial to your students success today? How did you provide them in your work? Or how could they be reconstructed in light of what you know?
 - How does this make you think in terms of your role as an educator? What you'll do to promote partnerships for your students in the future? In globally changing environments?
 - Draw upon relevant literature, theory, policy, or observations/interviews and examples you seen to support your claims.
 - Use APA style (6th edition).

II.) Teacher, principal, and ancillary staff interview opportunity (20%):

How do teachers come to know communities? How do principals come to know communities? Are their perceptions based on their experiences, values, fact, opinion, or theories of teaching and learning?

- i. In order to facilitate your quick learning about the social context of this setting you'll be asked to conduct a short interview with your mentoring teacher and a short interview with the building principal.
- ii. One aspect of the interview can be to learn about teacher priorities in facilitating home, school, and community partnerships. Another aspect is to understand better some of the routines, activities, decisions, and observations you have formed during the first week or two of your placement. Ultimately the interview is to elicit values and understand priorities within parent communities and further along your projects (40142) by what you've learned.
- iii. Possible questions (more generated in class): Tell me about your priorities for this group of learners? What are some of the ways you routinely involve parents in their children's school experience? What are some of your greatest accomplishments over the years in this school community? In regards to the parents or wider community? Tell me some of the most challenging matters regarding work with families and parents in this community? Are there any upcoming units/themes/lessons in which parent input could be helpful...tell me about that...others...
- iv. Small Group work will generate the principal interview questions. Questions will be based on the school priorities and each member of the group must contribute. (Setting up the interview, analyzing results, sharing and brainstorming, group decision making related to results).
- v. Analyze and use information to make decisions about field experiences, SAP, Parent Event planning and elements of your work in the community. In class sharing opportunities TBA.

III) Parents & Teacher Communication Tool 5% (Tool Draft Date 5th week, Analysis & Alternations/written reflection Due with either 3-day sequence or Parent event/Social Action Project)

- i. As you come to know the children and field setting, work with your mentoring teacher to devise a simple set of questions for parents. Questions can be about children's habits and personalities, parent's worries or concerns, simple information about academic or social goals, or any other topic deemed appropriate by you and the mentoring teacher (the professor will provide an example or two). *Note* in some communities it is rather difficult to get information in this way. Are there any adaptations that can be made? How? Plan a realistic way of acquiring answers to your questions via a group communication "tool" (email responses, written questionnaire, telephone conversations, other).* After the co-development of the communication tool you will...
- ii. Analyze what you've learned into a written reflection. Questions you might ask in this reflection are:
- iii. What was the background of the development of your communication tool? How were various members of the learning community involved? What surprised you about the development of the tool? As you collected parent's responses to the tool...Are there similarities or differences among parent's responses? Explain...What types of adjustments to curriculum planning, environmental design, children's experiences, grouping, schedule, or expectations did your information lead you to make? Why? How did you and your mentoring teacher share information about what was learned? What did you learn that had a significant impact on what you did as a teacher? What do you still need to learn and how would you do this differently next time? What surprised you? How did the experience help you grow as a professional?

III.) Book Review and Book Presentation 20% (Due Date Variable, check syllabus)

- i. & ii. You and several other students in the class are expected to read and share a book review presentation about a book from a list of choice. Within class, you will have 35-40 minutes to share what you learned from the book, what the book revealed about home and school connections, and communities of practice which connect to children's schooling.
 - After reviewing the book for classmates (and yourself in a two page written form), use the book as evidence, and generate possible ways in which expectations of parent involvement or school partnerships would be adjusted, altered, or differentiated for communities, parents, and children described in the book.
 - What curriculum adjustments would you make for this child? This family? In other words, what would meaningful partnerships look like for these individuals? Why?
 - How does the book problematize teacher's practices in diverse communities? What questions does the author raise? What questions have you raised for your own practice about teaching, learning, and working with/for parents?
 - Develop a short study supplement to capture main points learned (1 double sided hand out)
 - Individually write a brief 3-5 page book review (via rubric)
 - Students will be evaluated as a group for the presentation portion of the work—uneven contributions will change the grade of the group presentation.

IV.) Family/Community in the Classroom Curriculum Building, Family/Community Curriculum Integration Project (20%)

- The plan is carefully tailored with at least 3 elements of the following menu with teaching strategies embedded:

Family talk stories
 Community Funds of Knowledge
 Child interview
 Life world resources
 Inter think Read-Alouds
 Multicultural awareness
 Parent Interview
 Talking/drawing stories

- A 3-day sequence of learning experience and planning is implemented with connections established between home and school, community and classroom, or teacher and community. The OIR cycle is clearly visible. Reflections contain an analysis of results and impact of the experience on children's learning.
- A carefully laid out collection of artifacts accompanies the work. The work is shared within college classroom.

V) Singular or Group generated Social Action Project (Begun week 5, carried out before week 12, write up due week 14/15) (20%)

- This project allows you to live out your new awareness about community partnerships through action.
- Develop a proposal focused on local needs of young children, communities, or families and settings or the needs of larger organizations, which serve young children.
- Explain the spheres of influence upon which you can act and the risks involved in acting to promote social change for young children, teachers, and families. Develop a realistic time line to research, network, and act. Identify relations, social networks, and institutional settings, which bear upon your decisions and choices of action.
- Take the steps of your social action oriented process and follow-through with an in-class report. Report the resulting local changes that your work helped to institute.
- Report any further plans for a continuation of this process of social change, or give an analysis of the farther-reaching results of the project. (The effects on local players, social networks, relationships, institutional settings, children, families, or teachers)
- Develop a resource packet for class members which reflects upon the process—templates, schedules, network diagrams, snow-balling effects, direct/indirect benefits, short-term or long-term issues, new issues which have arisen, positive unintended effects, negative unintended effects.
- Can SAP be curriculum: Very likely, we will discuss instances in which curriculum work is also social action work.

V) Parent Experience Planning and Implementation (begun week 5, write up Due week 14/15) 20%

- This project allows you to plan parent experiences around the concerns of the local community (math, literacy, grandparents as parents, homework help, etc.). Often communities have priorities for their school year that you can support.
- Develop a proposal issuing from the group communication tool and discussions with teachers and principals. Document various stages of the early planning and implementation. Account for various perspectives, which will need to be taken in order for the work to succeed. Draw on Project GRAD, each other, families, elders, etc. to succeed.

- Develop a sequence of practical strategies for recruiting, supporting, and satisfying parents and community members during a 1-2 hour parent experience that engages families with children's school life. Find appropriate ways to marshal resources and impact parent support of their children's schooling. While an "event" is a common interpretation of this project often times parents and community members have a difficult time with attendance. What other frames of timing and delivery can your experience entail to meet the needs of community?
- Implement the plan and document the results.
- Give an analysis of the strengths and challenges in the experience/event and report new learning in the form of discussion

Home School Community Partnerships

TLCS—ECED 50142-section 001

Fall 2011

Kent State University

2:15-5:00 Wednesday

Professor: Janice Kroeger, Ph.D.
Classroom: Rm 104
Office: 404(L) White Hall
Office hours: **2:30-5:00 Mondays, Or Wednesday after 5:00pm by appointment**
Telephone: 330-672-0617 (voice mail)
e-mail: jkroege1@kent.edu

Course Description

This course is designed to orient and scaffold teachers in early childhood education to the theories, practices, skills, and knowledge(s) of home and school relationship building for diverse contexts. There is a focus in this course to develop understandings of local, diverse, and changing contexts and differentiate approaches to working with families and children. In this course you will study yourself, the school, local communities, global and local influences on families, the children you work for as well as the contexts of future teaching situations. You will garner a richer sense of meaningful partnerships for effective teaching practices in preschool and primary grades.

The Purpose & Experiential Learning Components

Over the semester we will build your existing experiences to increase awareness, skill, knowledge, comfort, and aptitude when working with the families and communities of young children. *You will be guided through activities coordinated with preschool field/student teaching. Experiences are active, challenging, and designed to help you develop your own base of practice—assignments will help you to work effectively with families and see teaching as an active engagement for understanding, communication, partnership building, and ultimately social change.* Much of your experience will draw upon site contexts of the preschool student teaching experience; a broader application of the course is directed toward inclusive settings in primary grades (K-3).

Course Objectives

This course is designed to apprentice teachers in early childhood education to the policies, theories, practices, skills, and knowledge(s) of home-school, community-school partnerships in a globally diversifying 21st century. This course will help you to:

- understand **local diverse contexts** and the **global influences upon local diverse** contexts that shape development & learning opportunities for young children

- understand and consider the ecology of the child, accessibility of community services, supports, and agencies & their impacts upon the child
- consider ethical, practical, and culturally competent decisions to foster family engagement in children's learning (acknowledging social class, ethnic and racial differences in parenting, access to resources, etc.)
- demonstrate sensitivity (skills) related to family structure and social-cultural backgrounds, identities & customs when making decisions about community involvement
- advocate for children and families to strengthen school learning

In this course you will:

- study yourself, the school, **communities, families, and children**
- study practical strategies in the literature in relation to future teaching situations
- study and practice effective collaborative, meaningful, positive and worthwhile communications with families (in relevant frames of communication that are required)
- practice and refine communication with families to engage them in children's learning and/or assessment
- demonstrate an ability to plan experiences involving families and communities by providing resources to promote child's learning and development
- garner a richer understanding of meaningful partnerships for effective family involvement practice as you transition from pre-k to primary grade classrooms

Required Assignments

Reading & Preparation: Reading materials critically prior to class and preparing assignments as requested is essential; much of our in-class experiences will draw upon shared activity in the field and/or through our examination of course topics. Participation drives processes; learning leads your development as a student teacher.

Participation: Throughout the semester you will be asked to do several stages of larger projects, and several smaller tasks. The effort, interest, enthusiasm, and care with which you complete these small things will affect your grade. Did you come to class well prepared? How?

Participation Journal work from the field: You will be expected to keep a log of your work in the field as part of your field experience. The log is a good place to **document ideas about the children, the community, teaching, for social action work, interview questions for mentoring teacher and principals, sharing with colleagues**, etc. Finally the conceptual framework integration piece (portfolio) is connected to your journal work.

Suggested Due Dates:

2nd week: Due Self Identity/Family Study Part 1 (5%)

3rd 4th week: Teacher/Director Interview Work (15%)

5th week to 9th week: Short term Parent/Child/Teacher study, observation, reflection analysis, interview with family member, observations from home, adjustments to classroom experience or ideas (40%)
 4th, 5th, 6th, 10th, 11th, 12th Book Reviews & presentations (15%)
 3th –6th *Parent/Community Experience Planning & Teacher Action Implementation project Begun*
 6th– 9th *PEP projects on-going work*
 10th *PCT study due: 11th week Share Short term Parent/Teacher/Child Study*
 12th week: self-identity family study, part II due (10%)
 by week 14 *Parent Event Implementation & Discuss* (15%)
 By 15th week: all points calculated, work complete!

Major Assignments:

- I. Self-Identity/Family Study (part 1 & 2) (5% & 10%)
- II. Two-Person Interview/Site Case Study (15%)
- III. Parent/Child/Teacher Study (40%)
- IV. Book Review/Presentation (15%)
- V. Parent Experience Project (15%)

Class Attendance & Participation

The class is for your professional development; therefore, on-time, well-prepared, positive and professional interactions are expected. Students should be willing to critique their own thinking as well as the thinking of others. Assignments are expected to be typed and relatively free of errors. You are expected to interact with colleagues in the class and in the field in a manner that generates and extends the professionalism of all.

Field Component of the course—a limited field component of the course has been arranged for you.

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit www.kent.edu/sds For more information on registration procedures).

Readings

Required texts:

Turner-Vorbeck, T. & Miller Marsh, M. (2008). Other Kinds of Families: Embracing Diversity in Schools. Teacher College.

Weiss, H. B., Kreider, H., Lopez, M.E., Chatman, C. M. (2010). Preparing Educators to Engage Families: From Theory to Practice (2nd edition). Sage Publishing.

Edwards, P. A., Pleasants, H. M., & Franklin, S. H. (1999). A Path to Follow: Learning to Listen to Parents. Heinemann, NH. ISBN 0-325-00152-9

Recommended: Copple, C. (Ed.) (2003). *A World of Difference: Readings on Teaching Young Children in a Diverse Society*. NAEYC: Washington.

Choose One Text For a Book Review:

Casper, V. & Schultz, S. B. (1999). Gay Parents Straight Schools: Building Communication and Trust. Teacher College Press.

Compton-Lilly, C. (2003). Reading Families, The Literate Lives of Urban Children. Teachers College Press, Columbia University.

Chua, A. (2011). Battle Hymn Tiger Mother. New York, New York: Penguin Press.

Igoa, (1995). The Inner World of the Immigrant Child. Lawrence Erlbaum.

Lareau, A. (2000). Home Advantage: Social Class and Parental Intervention in Elementary Education. Rowman & Littlefield Publishers.

Rosier, K. B. (2000). Mothering Inner-City Children: The Early School Years. Rutgers, University Press.

Shared readings are available on Electronic Reserves (password home11), others are available on Ohiolink. Some provided in class on the day of reading.
<http://reserves.library.kent.edu/coursepage.asp?cid=387>

Date/Topic/Section	Readings/Assignment—Due dates/Projects
Introduction	Course Introduction Readings, books, syllabus
Week 1 Aug 31	Building Community/Establishing expectations Activities name games, information sheets, walk about,
Field overview	Self-Identity, Family Study Review Part 1
Book Review Disc	Activity Plan: Book sign ups, getting to know you...
SIFS overview	Read: Epstein (as you prepare self-identity, family study)
Home & School Partnerships Build Community	Links that matter—what does the research say, where does it come from, what does it mean? Parents and Teachers for Children.
Week 2 Sept 7	Due: Reflection: Self-Identity, Family Study Part 1 Share: Reflections: Self-Identity, Family Study
Policy & Providing a Welcoming tone	Start Field Placements: teacher/principal/director/planning for interview project—develop base questions
Why and How—To Gain Understanding?	Parents Beliefs Turn Into Actions, Classroom Tips on gaining information, using it respectfully—establishing rapport in communities—The base of the Parent Child Teacher Study and all interview work
Week 3 Sept 14	Ethics: NAEYC, Procedural, hypothetical, and contextual
Overview Ethics	Share examples: Discuss, select, short-term parent, child, teacher study for understanding children & families... Begin student observation & selection for short term parent/child/teacher study
	Field work: Have scheduled interviews with teachers/directors, principals

<p>Week 4 Sept. 21</p> <p>Children's Literature and connections to the child, family, and community—assign, evaluate, share, critique</p>	<p>Understanding Ecologies of Childhood (PCTS) Video Review</p> <p>Study questions for Brantlinger or Kroeger given</p>
<p>Differentiating Practices for Partnerships and Social Class</p> <p>Week 5 Sept. 28</p>	<p>The Force(s) of Parents, Reflections of the Ohio Region, and issues of social class, identity, ideology and inclusive aspects of diversity. Findings from "Home Advantage"</p> <p>Lareau, A. (2000). <u>Home Advantage: Social Class and Parental Intervention in Elementary Education</u>. Rowman & Littlefield Publishers</p> <p>Proposal Due: Short Term Parent Child Teacher Study</p>
<p>Differentiating Practices</p> <p>Week 6 Oct 5</p>	<p>Poverty and its effects—Young Children and Poverty—Community Partnerships answers Risk with Resiliency</p> <p>Book Review: Rosier, K. B. (2000). <u>Mothering Inner-City Children: The Early School Years</u>. Rutgers, University Press.</p>
<p>Week 7 Oct 12</p>	<p>Book Review: Compton-Lilly, C. (2003). <u>Reading Families. The Literate Lives of Urban Children</u>. Teachers College Press, Columbia University.</p>
<p>Week 8 Oct 19</p> <p>Video: Conflict Marvin Fine</p>	<p>Conferences, moving toward inquiry</p> <p>Check-in PTCS</p>
<p>Week 9 Oct 26</p> <p>The Important place of Grandparents, Foster/Adoptive Parents & Families Guest Speaker (TBA)</p>	<p>Have completed PCTS moving toward curriculum adjustments</p> <p>Goal: Work on Parent Experiences Ongoing in Field</p>
<p>Week 10 Nov. 2</p> <p>The Important Place of Fathers Guest Speaker (TBA)</p>	<p>Work on Parent Events Ongoing in Field</p>
<p>Week 11 Nov 9</p> <p>Video: That's A Family or</p>	<p>Book Review: Casper, V. & Schultz, S. B. (1999). <u>Gay Parents Straight Schools: Building Communication and Trust</u>. Teacher College Press.</p>

It's Elementary	Task: Review Weiss, et al. choose top 3 case for review
Week 12 Nov. 16 Immigrant Law with Language Minority Children and Parent/Teacher Practice	Book Review: Igoa, (1995). <u>The Inner World of the Immigrant Child</u> . Lawrence Erlbaum.
Week 13 Nov. 23 Differentiating practices with Language Minority Children/Families	Book Review: Chua, A. (2011). <u>Battle Hymn Tiger Mother</u> . New York, New York: Penguin Press
Week 14 Nov. 30 Caring for the Children we share reevaluated & looking toward primary grades	Present/share cases from Weiss, et. al (2010) Case 1: Case 2: Case 3:
Week 15 Dec. 7 Final discussion of parent, child, teacher study and/or parent experiences	Share: Parent, Child, Teacher Study (PCTS), Parent Experiences & Classroom Planning
Week 16 Dec 14 Portfolio sharing	Share:

D) Personal Reflection:

Self-Identity /Family Study 5% & 10%

i. In a concise but fairly short written paper (3-4 pages) describe your preschool years and early primary school years and adolescent experience. Describe the types of learning and parenting practices that occurred in your home (or family), your parents' marital, work, or culturally related practices which bore influence upon your transitions into public school experiences. Describe how experiences in early years eased or prohibited your adjustment to early schooling. In other words:

- What were aspects of how parent's (or caregiver's) involvement mattered to your early schooling?
- Reflect upon the early primary grades, middle school, and high school.
- How were your primary caregivers (parents) involved in your schooling?
- How did they show you they valued your education?
- What did they do, say, think, or believe about school?

- What were other significant sources of learning or support, which helped you, be a successful student?
 - Were there aspects of family life, which did not fit with school expectations of parents?
 - What was your role in your own school success?
- ii. Revisit the first iteration of your self-identity family study. Reevaluate how your parents were involved and your place in your success with what you know now about children in contemporary families?
- Using your journaling reevaluate the involvement model you grew up with.
 - Is it realistic for the children you worked with this semester? Why, why not? How? When?
 - What other important meso, micro, exo, and macro system support are crucial to your students success. Consider the array of individual services and supports available to young children in communities? What responsibilities do teachers have to help marshal supports in the early years? In grade schools and beyond?
 - How does this make you think in terms of your role as an educator? What you'll do to promote partnerships for your students in the future?
 - Utilize the relevant and read resources from class and draw from these resources in your reflection(s).

II.) Teacher, principal, and ancillary staff interview opportunity (20%) :

- How do teachers come to know communities? How do principals/directors come to know communities? Are their perceptions based on their experiences, values, fact, opinion, or theories of teaching and learning?
- i. In order to facilitate your quick learning about the social context of this setting you'll be asked to conduct a short interview with your mentoring teacher, a short interview with the building principal/director. This work will compliment the parent interview of the PCTS.
 - ii. One aspect of the interview can be to learn about community priorities in facilitating home, school, community partnerships and the development of children. Another aspect is to understand better some of the routines, activities, decisions, and observations you have formed during the first week or two of your placement. Ultimately the interview is to elicit the values and priorities of your field site and mentor, compare sources of information and better understand the site in which you are places.
 - iii. Possible questions (more generated in class): Tell me about your priorities for this group of learners? What are some of the ways you routinely involve parents in their children's school experience? What are some of your greatest accomplishments over the years in this school community? In regards to the parents or wider community? Tell me some of the most challenging matters regarding work with families and parents in this community? How are parent events regularly planned and implemented here? How will I integrate myself into parent events/planning as well as daily routines in the center and classroom? What supports and resources are available in this community and how to teachers help to access them on behalf of children?
 - iv. Small Group work will generate the director/interview questions. Questions will be based on the school priorities and each member of the group must contribute. (Setting up the interview, analyzing results, sharing and brainstorming, group decision making related to results).

- v. Analyze and use information to make decisions about field experiences, Parent Event planning and elements of your work in the community. In class sharing opportunities TBA.

III) Short Term Parent-Child-Teacher Relationship Study 40% (Proposal Due Week 5, updates Week 6 & 7, Due Week 10)

Within your practicum site, select and foster a relationship or several relationships with parents of children. From among the children's parents that you've come to know through observations develop a plan of action to learn more about this child or family to support your learning. This proposal should be shared during the 5th week of class, and handed in written form. The ultimate goal of the work is to make adaptations to your teaching and thinking as a result of this work but to interact and communicate with a parent in a respectful and appropriate manner.

- I. Share a brief observation you have from the classroom about a child. Select this observation and child in order to learn more about the child and support his or her development. Why does this child intrigue you? What would you like to know more about this child in order to be a more effective teacher?
- II. Develop a short individualized interview set of questions related to the child and family context to help you make sense of your observations and questions. You may utilize any of the resources from class, placements, readings, etc. You may use questions and ideas from Edwards, Pleasants, and Franklin (1996), or you may develop a set of questions based upon course readings or from interests and desires generated out of your practicum sites. Allow parents to become the providers of support to you as the child's teacher. Approve your choice with the mentor teacher and share your questions with both the mentor and the professor.
- III. Follow the rules of contact established by the context, which you are working (permission, anonymity, confidentiality, etc.) Explain that information you learn will be used for learning purposes to help you become a better teacher and to support the child in the classroom. Be ethical in your timing of questions, building rapport, and making your learning useful to your teaching practice. Use I pod/pod cast audio/video to support & share with university colleagues.
- IV. In the form of a reaction paper discuss and analyze what you learned about home school relationships. What information did you gain? How? What has this parent taught you about his or her child, or life that could help your work more effective as a teacher? Are there ways in which family stories and this parent's view can supplement your teaching practices to support this child? How? Does the structure of the school limit or enhance the relationship developed in this school.
- V. As teacher plan the adaptations you made to accommodate the child's learning needs, the curriculum approaches used, goals of parents, or the growth and change of families and teacher?
- VI. Reflection paper...(Rubric given)

IV.) Book Review and Book Presentation 15% (Due Date Variable, check syllabus)

i. & ii. You and several other students in the class are expected to read and share a book review presentation about a book from a list of choice. Within class, you will have at most 45 minutes to share what you learned from the book, what the book revealed about home and school connections, and communities of practice which connect to children's schooling.

- After reviewing the book for classmates (and yourself in a two page written form), use the book as evidence, and generate possible ways in which expectations of parent involvement or school partnerships would be adjusted, altered, or differentiated for communities, parents, and children described in the book.
- What curriculum adjustments would you make for this child? This family? In other words, what would meaningful partnerships look like for these individuals? Why?
- How does the book problematize teacher's practices in diverse communities? What questions does the author raise? What questions have you raised for your own practice about teaching, learning, and working with/for parents?
- Develop a short study supplement to capture main points learned
- Individually write a brief 3-5 page book review (via rubric)

V) Parent Experience Planning and Implementation (begun by week 8, Due week 14/15) (OR) Social Action Project (15%)

- This project allows you to plan a parent event around the concerns of community (outdoor play, relationships, numeracy, literacy, grandparents as parents, fatherhood, homework help, community project work, etc.).
- Develop a proposal issuing from the communication established with parents and discussions with teachers and directors/principals. Document various stages of the early planning and implementation. Account for various perspectives which will need to be taken in order for the work to succeed (awareness of ethnicity & cultural practices, resources and supports, values, communication adaptations, etc.). Draw on resources (found and created) each other, families, elders, etc. to succeed. Document the challenges to establishing and supporting this parent experience or community project.
- Develop a sequence of practical strategies for recruiting, supporting, and satisfying parents and community members during a 1-2 hour parent event (or an project). Find appropriate ways to marshal resources and impact parent support of their children's schooling. Use I pod/pod cast audio/video to support & share with colleagues.
- Implement the plan and document the results.
- Give an analysis of the strengths and challenges in the event and report new learning in the form of discussion.

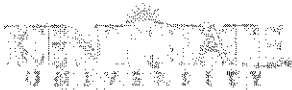
Grading System: All grades will be scored as a point value: with

- = A Superior (96-100%)
- = A- Pretty Close to Superior (91-95)
- = B+ Really Good (88-91%)
- = B Good (87-82%)
- = B- Slightly Above Average (81-80%)
- = C +Average(79-77%)
- = C Slightly Below Average (70-76%)
- = D Unacceptable (69.9 and below).

Participation: +/n/- (plus, neutral, minus). Will be applied to grades which are closely between or may bring a grade down.

Assignment	Hypothetical Evaluation	Proportional Weight
• Self-Identity/Family Study		5% 10%
• Mentor teacher/Director or Principal		15%
• Short Term Parent, Child Teacher Study		40%

• Book Review/Presentation		15%
Parent Event Implementation		15%
• Lateness/absences noted		(+/-)
Final Grade		100%



Name: Susan M Augustine

Submission Date: 9/15/2011



Organization: Vacca Office of Student Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information:**STU0004**

Reference Number: CCU001782

Date: 30-NOV-10

Level: 3.00 of 2.00

Currently On The Worklist Of: Joanne Arhar, jarhar

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Revise

Faculty member submitting this proposal: Martha Lash

Requested Effective Term: 201180

Campus: Kent

College: EH-Education, Health and Human Services

Department: TLC-Teaching Learning and Curriculum Studies

Course Subject: ECED-Early Childhood Education

New Course Subject:

Course Number: 40142

New Course Number:

Course Title: HOME-SCHOOL-COMMUNITY-PARTNERSHIPS IN DIVERSE CONTEXTS

Title Abbreviation: HOMESCHLCOMMUNPARTNERSHIPS

Slash Course and Cross-list Information: ECED40142+ECED50142

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat

Course Limit:

OR Maximum Hours:

Course Level: Undergraduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description: Approaches to parent and community involvement in the education and welfare of children are examined, applied and discussed. Focuses are theories, policies, practices, skills and knowledges of partnership building in educational settings. An emphasis on differentiation of practices for diverse communities is applied to teaching and learning in the primary grades. Prerequisite: advanced study and special approval.

Catalog Description (edited): Approaches to parent and community involvement in the education and welfare of children are examined, applied, and discussed. Focuses are theories, policies, practices, skills, and knowledges of partnership building in educational settings. An emphasis on differentiation of practices for diverse communities is applied to teaching and learning in the primary grades.

Prerequisites (edited): Admission to advanced study.**Corequisites (edited):** ECED 40123 and ECED 40107 and ECED 40105.

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Ethics and Family Rights
5	Policy and Research on Home, School, and Families; historical and contemporary
3	Working with Families: establishing rapport, communication, advocacy
6	Differentiating for social class, conflicts, special issues such as migrant families, ELL families, and gay or lesbian parent families
5	Developing curriculum links to community
3	Parent Teacher Conferencing and Advocacy
3	Homework and Volunteering
6	Developing drama, social action, and 3 day parent involvement plans, relevant to specific school context
3	Gathering and utilizing effective practices and artifacts from school contexts.
3	Legal responsibilities of schools and teachers for children who are immigrant, homeless, ELL, special needs.
3	Overview of family demographics in local, regional, national and international contexts.
2	Connection of program and classrooms to national accreditation standards on working with families.

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: TurnerVorbeck, T. & Miller, Marsh. Other Kinds of Families: Embracing Diversity in Schools. Teachers College Press: NY. Copple, C. (ED) A World of Difference: Readings on Teaching Young Children in a Diverse Society. NAEYC

Writing Expectations: Read materials critically prior to class and to prepare assignments of self-study, parent involvement and communication activities, book reviews, and social action projects as requested.

Instructor(s) expected to teach: Kroeger, Lash

Instructor(s) contributing to content: Kroeger, Lash

Proposal Summary**Explain the purpose for this proposal:**

The purpose of this proposal is to revise the co-requisites to reflect curricular revisions to the sequencing of Advanced Study coursework. ECED 30147 has been moved to Block II, ECED 40145 has been moved to Block I, ECED 40151 has been removed from Block III, and ECED 40123 has been added to Block III. Because of these sequencing changes, the corequisites for the remaining courses must be revised. Textbook and instructor information has been revised to bring current.

Explain how this proposal affects program requirements and students in your unit:

Students will be advised according to the new sequencing, beginning with catalog year 2011. Total number of credit hours has not been impacted by these revisions.

Explain how this proposal affects courses, program requirements and student in other units:

None

Explain how this proposal affects enrollment and staffing:

None

Units consulted (other departments, programs or campuses affected by the proposal):

None

Revisions made to form (if applicable):

- | | |
|--------------------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Course Content | <input type="checkbox"/> Number |
| <input type="checkbox"/> Credit by Exam | <input checked="" type="checkbox"/> Prerequisites |
| <input type="checkbox"/> Credit Hours | <input type="checkbox"/> Schedule Type |
| <input type="checkbox"/> Cross-Listed / Slash | <input type="checkbox"/> Subject |
| <input checked="" type="checkbox"/> Description | <input type="checkbox"/> Title |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> Title Abbreviation |
| <input type="checkbox"/> Grade Rule | <input type="checkbox"/> Writing-Intensive (WIC) |
| <input type="checkbox"/> Liberal Education Requirement (LER) | <input checked="" type="checkbox"/> Other |

Curriculum Services Information:

Approved by EPC: 24-Jan-2011

Curriculum Bulletin: 187

Cross-list Banner Code: CMP

OBR Course Level: 3

OBR Program Code: 40

OBR Subsidy Code: 07

CIP Code: 131209

Term Start:

Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
12/2/2010	Martha J Lash	Other revisions: co-requisites, textbooks, writing assignments, and instructors

History:

Date	User	Status
2/7/2011	Jennifer Sandoval	Completed
12/20/2010	Hilda A Pettit	Approved
12/6/2010	Alexa L Sandmann	Approved
12/2/2010	Martha J Lash	Submitted