# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate CURRICULUM COMMITTEE PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ECL 504: FAMILY/COMMUNITY PARTNERSHIPS IN EARLY CHILDHOOD LEADERSHIP** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |  |
| A.2. [Proposal type](#type) | **Program**[**: creation**](#creation) **of new course** | | | |  |
| A.3. [Originator](#Originator) | **Mary Ellen McGuire-Schwartz and Christine Kunkel** | [Home department](#home_dept)s | Elementary Education and  Counseling, Educational Leadership, and School Psychology | | |
| A.4. [Rationale](#Rationale) | ECL 504  This course deepens early childhood leaders’ understanding of how to create partnerships, communicate and collaborate with families and community members, and influence decision makers outside of the school community to promote equitable access for student learning. Students will look at school-community relations from a dual perspective by examining research and strategies for 1) promoting increased engagement in education on the part of the family and community members, and 2) communicating effectively with the public regarding school-related issues. A final goal is to develop positive attitudes toward the role of external agencies and groups that influence education and toward educational leadership in a culturally diverse society. This course specifically addresses the Rhode Island Workforce Knowledge and Competencies for Early Childhood Administrators and Education Coordinators domains of Leadership, Program Management, Continuous Quality Improvement, Staff Support, Community Partnerships, Family Engagement and Development and Learning. Field experiences support participants’ knowledge and practice. | | | | |
| A.5. [Date submitted](#date_submitted) | **4/19/17** | A.6. [Semester effective](#Semester_effective) | | **Fall 2017** | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | There may be a need for additional faculty to teach courses in the future. | | | |
|  | [*Library*:](#library) | Existing library and information technology resources are sufficient for supporting the program at this time. | | | |
|  | [*Technology*](#technology) | Existing technology resources are sufficient for supporting the program at this time. | | | |
|  | [*Facilities*](#facilities): | Classrooms in the evening or weekends will be needed. | | | |
| A.8. [Program impact](#prog_impact) | No other program will be impacted. | | | | |
| A.9. [Student impact](#student_impact) | New Course. No negative impact on students. | | | | |
| A.10. The following screen tips are for information on what to do about catalog copy until the new CMS is in place: Check the “Forms and Information” page for updates. [Catalog page.](#catalog)  [Where are the catalog pages](#catalog)? [Several related proposals](#catalog)? Do **not** list catalog pages here. **All** catalog copy for a proposal must be contained within a **single** file; put page breaks between sections. Make sure affected program totals are correct if adding/deleting course credits. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)

|  | Old ([for revisions only](#Revisions)) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | ECL 504 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Family/Community Partnerships in Early Childhood Leadership** |
| B.4. [Course description](#description) |  | Students explore school, family and community partnerships by examining strategies that promote increased engagement and effective communication with family, community members and the public regarding early childhood-related issues. |
| B.5. [Prerequisite(s)](#prereqs) |  | Admission into CGS in Early Childhood Leadership program, ECL 501, ECL 502  and concurrent enrollment in ECL 503, OR Graduate status and consent of course instructor |
| B.6. [Offered](#Offered) |  | **Annually** |
| B.7. [Contact hours](#contacthours) |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Fieldwork | Lecture | Practicum | Seminar | Small group | 50** [**% Online**](#Online) |
| B.12.[Categories](#required) |  | **Required for program** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations | Papers |**  **Class Work | Interviews |**  **Performance Protocols | Projects | Portfolio** |
| B.14. [Redundancy statement](#competing) |  | NA |
| B. 15. Other changes, if any |  | |

| B.16**.** [**Course learning outcomes**](#outcomes) | [**Standard(s)**](#standards) | [**How will they be measured?**](#measured) |
| --- | --- | --- |
| Identify components of effective communication for purposes of creating an inclusive school community. | Knowledge influenced by Diversity and Professionalism, Practice; NAEYC Standards 2, 4, 6; RI WKC LE 1, 2, 3, 4, 5; PM 1,3;  SS 2; CP 1;  FE 1;  RISEL 4A | Community Engagement Project |
| Identify strategies to involve the community in understanding & engaging a variety of data for school improvement & student learning. Field experience is required. | Knowledge influenced by Diversity and Professionalism, NAEYC Standards 1, 2, 4, 6; RI WKC LE 3; PM 3;  CI 1, 2, 3;  CP 2; FE 2;  RISEL 4A, 4B, 4C | Community Engagement Project |
| Recognize the value of school-family-community relations as a correlate of effective school practices and improved student learning. | Knowledge influenced by Diversity and Professionalism, NAEYC Standards 1, 2, 4, 6; RI WKC LE 2, 3, 5;  PM 1; CI 1,2,3;  CP 1,2,4;  FE 2; DL 1; RISEL 4A, 4C | Philosophy of Family Engagement Paper |
| Describe the nature of internal & external publics; define closed and open systems, and capitalize on the significant influence of the media. | Knowledge influenced by Diversity and Professionalism; NAEYC Standards 2,6; RI WKC LE 1, 2;  PM 1, 3;  CP 1, 2;  RISEL 6B | Classroom activity and assessment  Community Engagement Project |
| Describe the workings of local and state governmental bodies in their relationships to early childhood settings and articulate how to influence those governmental organizations for support of school initiatives. | Knowledge influenced by Diversity and Professionalism; NAEYC Standards 6; RI WKC LE 1, 2;  PM 1, 3;  CP 1, 2; RISEL 6A | Community Engagement Project |
| Implement strategies to involve families and the community for school improvement, curriculum and student learning. | Knowledge influenced by Diversity and Professionalism, Practice informed by Diversity and Professionalism Reflective Practice; NAEYC Standards 1, 2, 6,7; RI WKC LE 3; PM 3;  CI 1, 2, 3;  CP 1, 2, 4;  DL 1, 2;  RISEL 3D, 4A | Classroom workshop activity and assessment |
| Identify social, economic and political influences on curricula, policies, and operations, as well as external threats to safe schools. | Knowledge influenced by Diversity and Professionalism,; NAEYC Standard 2,5,6; RI WKC LE 1, 2, 5;  PM 1 2;  CP 1, 2, 3;  FE 1,2; RISEL 3A, 6A | Classroom activity and assessment |
| Develop/revise an improvement plan for the school inclusive of details on stakeholder roles in the development, implementation, and evaluation of the plan. | Practice informed by Diversity and Professionalism; Reflective Practice; NAEYC Standard 1, 2, 3, 4, 7; RI WKC LE 3; PM 3; CI 1, 2, 3;CP 1, 2, 4; DL 1, 2; RISEL 3D, 4A | Classroom workshop activity and assessment |
| Interact with parents and other stakeholders in ways that enhance their support for the school. | Practice informed by Diversity and Professionalism; Reflective Practice; NAEYC Standard 2,4,6, 7; RI WKC LE 1, 3; PM 3; CP 1, 2, 3, FE 1,2; RISEL 4A | Family Case Study and Advocacy Letter |
| Use technology to access public information and research-based knowledge of issues and trends to support collaboration with families and community members in a field experience based project. | Practice informed by Diversity and Professionalism; Reflective Practice; NAEYC Standard 2,3, 4,6, 7; RI WKC LE 1, 3; PM 3;  CP 1, 2, 3;  FE 1,2; RISEL 4A | Community Engagement Project |
| Identify models and roles of partnerships between and among schools, colleges, universities, businesses, and community groups. | Knowledge influenced by Diversity and Professionalism,; NAEYC Standard 2,6; RI WKC LE 1, 2, 4; CP 1, 2, 3; RISEL 4B, 6A, 6C | Classroom activity and assessment |

| B.17. [**Topical outline**](#outline)  I. School, Family, Community Partnerships for Early Childhood Leaders  a. School, Family, Community Partnerships to Improve Student Outcomes  b. Stakeholders and Partnerships  c. Attitude and Readiness Self-Assessments  d. School Climate Survey  e. Programs and Populations  f. Analysis of Current SFC Partnerships in Use  g. Field Experience Based Activities to Support Learning  II. The Six Types of Involvement to Improve School Climate and Student Success  a. Parenting; Communicating; Volunteering; Learning at Home; Decision Making; Collaborating With  the Community  b. EC Leader Family Engagement Philosophy using 6 Types of Involvement  c. Practices and Challenges  III. School, Family, Community Partnerships Considerations  a. Considering Issues of Social Justice  b. Involving Parents and Families  c. The ATP – Action Team for Partnerships  d. Using Community Programs  e. Developing Business Partnerships  f. Working With Local Government  IV. The Community Engagement Plan Meeting  a. Invitations and Marketing  b. Creating a Welcoming Environment  c. Professional Materials and Presentation  d. Use of Technology  e. Involving Media  V. The School, Family, Community Partnerships Program Evaluation  a. Looking at the Big Picture; What Are the goals?  b. Surveys, Questionnaires, Interviews and Other Technology Tools  c. Using Local Data Analysis  d. Evaluating Program and Partnership Success  e. The Final Analysis, and Plans for Improvement |
| --- |

## D. Signatures

##### D.1. Approvals

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Patricia Cordeiro | Chair of Elementary Education |  |  |
| Monica Darcy | Chair of Counseling, Educational Leadership, and School Psychology |  |  |
| Donald Halquist | Dean of FSHED |  |  |

##### D.2. [Acknowledgements](#acknowledge)

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |