



## **Education 561: Effective Home, School, and Community Relations**

Dr. Emma Cody-Mitchell  
*Fall 2011*

**Class Period:** Tuesday, 5:00-7:15 p.m., Room 12

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12:00

### **Course Description**

This course will focus on meeting students' academic, social, guidance, and career needs through understanding communication theories and strategies, social and cultural change with respect to racial, gender, ethnic, and academic differences; and knowledge of differing cultural and lifestyle patterns. The course will also explore ways in which school professionals (teachers, counselors, and administrators) can enhance communication with students, parents, other school personnel, and the community.

### **Textbooks and Supplemental Reading Sources**

*Required Text:* Banks, James A. (2006). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (5<sup>th</sup> or 6<sup>th</sup> ed.). Boston, MA: Pearson, Inc., ISBN: 0-205-46103-4.

#### Supplemental Materials

- Selected online reading assignments, Internet sites, professional journals and books
- Publication Manual of the American Psychological Association, 6th ed.
- *The Carson-Newman College Writing Guide*
- TN Professional Education Standards <http://www.tn.gov/education/lic/doc/accttchlicstds.pdf>
- TN Curriculum Standards <http://www.tn.gov/education/curriculum.shtml>
- Ethical Standards for School Counselors <http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>

### **Course Goals and Objectives**

This course will examine the interrelationship between the home, school and community in successful educational processes as it pertains to the many diverse populations in the school environment. Class members will be provided with opportunities to gain an understanding of the diversity among students in respect to their approaches to learning and to examine the differing academic support needs of diverse learners and their families and communities. Readings, discussions, projects and learning activities will focus on defining strategies for establishing effective home-school-community partnerships for diverse populations, highlighting the many benefits obtainable from such relationships, and developing plans and materials useful for the implementation of successful partnerships.

The course is designed to provide candidates with opportunities to:

- describe how P-12 students of diverse cultural, language and academic backgrounds differ in their approaches to learning;
- compare and contrast various psychological and social variables, cultural value systems, traditions, communication strategies, learning styles, familial relational patterns, and historical experiences and contributions of diverse populations;

- ❑ evaluate how power structures and the role of governments influence the education of all community residents.
- ❑ identify and describe the common challenges and barriers to teaching and serving in a multicultural society;
- ❑ identify attitudes and dispositions that contribute to understanding, valuing, teaching and helping students and clients from diverse cultural, language and academic backgrounds;
- ❑ demonstrate skills in cross-cultural communication in order to create culturally relevant and caring environments that academically, personally and socially promote student development; and
- ❑ design culturally relevant multicultural curricula, programs, or interventions for use in P-12 classrooms that are adaptable for diverse learners.

### **Course Relationship to Unit Conceptual Framework**

As reflected in the Unit’s Conceptual Framework, a document that details the guiding philosophy for the preparation of professional educational personnel at Carson-Newman College, the School of Education is committed to preparing teachers and other school personnel who have in depth knowledge of the profession from a historical, philosophical and sociological perspective. The course will provide the knowledge and skills necessary for educational personnel to effectively interact and communicate with parents, students, colleagues, administrators and the general public. These are essential skills that teachers and other school personnel must have in order to teach diverse learner populations. An in depth understanding of diverse populations and their educational needs is explored extensively in this course. This course, as indicated in the course objectives above, addresses the importance the School of Education places on helping students understand the role of educators and academic support personnel in building a coequal relationship with all parties involved in the educational process.

### **Program Assessment Processes**

The assessment process for students in the Teacher Education Program focuses on helping its students developed the knowledge, skills, and dispositions to become effective teachers, leaders, and counselors for a diverse P-12 population. To ensure students are satisfactorily progressing towards achieving their goals to become a competent professional, the School of Education requires students to be actively involved in this process via the creation and maintenance of the Professional Development Plan (PDP). Completed student assignments and reflections, referred to as course artifacts, are compiled and reviewed at three key assessment points: upon official acceptance into the Teacher Education Program; after completion of the required methods courses; and following the student teaching experience. Assessments at these points provide an opportunity for faculty and students to review academic and dispositional progress and set appropriate personal goals for continued development, academically and personally.

### **Academic Integrity**

Plagiarism and other forms of academic dishonesty will be reported to the Chair of Teacher Education, Dean of Education and the Academic Affairs office. Students are encouraged to adhere to the prescribed standards of academic honesty as listed in the Carson-Newman College Handbook. Submitted work may be submitted to anti-plagiarism websites and compared to previous student submissions for analysis. Academic dishonesty may result in sanctions; including, but not limited to, a grade of “**F**”, loss of credit for the course and, upon previous, recurring or gross dishonesty, expulsion from the college.



## Attendance/Participation Policy

Online academic activity will be monitored for all class members. Any individual who does not participate in online class activities by the second week the class meets can be administratively dropped from the class for non-participation. Enrollment status (full-time/part-time, etc.), billing, and financial aid eligibility may be affected by this withdrawal. Class members are required to engage the online course content weekly in order to ensure adequate progress toward the course goals. Weekly submissions are highly recommended to facilitate the learning and assessment process.

## Services for Students with Disabilities

Any student with a special documented disability (sight, hearing, language, mobility, etc.) which may affect class activities should contact Mr. David Humphrey in the Wellness Center to provide appropriate documentation. He may also be reached at 471-3268 or 471-4808, through campus mail at Box 72018, or by email at [dhumphrey@cn.edu](mailto:dhumphrey@cn.edu).

## Syllabus Change Policy

Based on the needs of the students and extenuating circumstances and/or unforeseen events, the instructor reserves the right to alter the syllabus and the activities required for evaluation to ensure that course objectives are appropriately addressed. No extra credit activities will be permitted for individual students unless those activities are made available to all students.

## Evaluation Strategies



The assessment of student work will be made by both objective and subjective means. Assignment-specific rubrics will be utilized for the evaluation of many course assignments. The course grade can be calculated at semester's end by determining all possible points and using scale to arrive at the grade. Individual assignment grades can also be calculated using the grading scale.

Assignments	Points	Grading Scale
Weekly Discussion/Reflection Postings	75	A = 279 - 300 (93%)
Home, School and Community Journal	45	B = 246 - 278 (82%)
Mid-Term Assessment	60	C = 234 - 245 (78%)
Final Examination Project	120	F = 0 - 233 (Below 78%)
<i>(Includes the Course Artifact: Communicating with Parents Plan)</i>		
<b>Total Points</b>	<b>300 points</b>	

## Assignment Information

This course is designed to be an informational course with application to educational settings. The strategies were designed to be used to aid in the teaching and counseling of students in a diverse PreK-12 school settings. The strategies are general in nature, are not intended to be prescriptive, and are not intended to be used as a formula. As is true of all information, the information covered in this course should not be used to stereotype any student or group of students based on cultural, ethnic, or gender differences.

**Instructional Methods** - The course is divided into four modules. There are assigned weekly readings and required discussion postings/reflections. Students are required to post their responses to the topic, prior to

reading the postings of others, (after you post Edvance 360 will then allow you to read the posts of other students) and then reflect on the postings of peers. Posting guidelines for these **Two-Part Lesson Discussions** are detailed below.

Students must complete the required assignments before proceeding to the next module. This sequential approach to learning will help all participants to gain a better understanding of what they have learned as they proceed through the course.

**Student Expectations** - As an online class member you will be expected to:

- Regularly review the online site for announcements pertaining to class schedules, assignments, etc. (See Attendance Policy above)
- Prepare and submit all discussions, journals and online assignments, showing a competent understanding of the material presented. All assignments should be submitted according to the stated due date and manner.
- Complete a course evaluation form at the end of the course.
- **Attend the Final Examination at the assigned date and time.**

**Online Class Discussions:** The discussion feature of Edvance 360 will be used to facilitate communication between class members and to ascertain students' comprehension of the course material. Notices will be posted stating the time for the general class discussion; there is a difference between *class* and *lesson* discussions. Students are expected to fully participate by responding to questions posed by the instructor and other class members, as well as presenting questions and comments of their own.

**Home, School and Community Journal:** Class members should maintain a journal of the educational or counseling issues that they encounter as they proceed through this semester. The reflections should focus on your reactions to the class readings, discussions, newly experienced or observed issues of diversity in your everyday life, etc. In addition to the topics detailed in each lesson, journal about how you think the academic, person-social and career needs of PreK-12 students of diverse cultural, language and academic backgrounds can be addressed in your role as a teacher, counselor or administrator.

As you engage in conversations with parents and community members, other courses, field placements, or counseling sessions, consider how what you experience ties into the issues covered in this course; comment on any exemplary teaching or counseling practices that you believe may be effective with diverse student populations. (Remember diversity is more than cultural or ethnic differences.) Discuss what your personal reactions, thoughts and feelings are about what teachers and counselors need to know about diversity, cultural and ethnic identities, societal issues, etc. Your journal should reflect your personal views throughout the semester; journal regularly, **at least one detailed entry per week**, more frequently could be beneficial. Your journal entries should include several critical questions (no mere yes/no responses allowed) and provide answers or personal opinions about the possible answers. **Assignment is due December 1, 2011.**

**Two-Part Lesson Discussions:** Several questions or prompts will be posted within the lesson link online at Edvance 360 for discussion weekly.

- **Part One** - Class members must prepare well-formed *original* post responding to each of the questions or prompts (200 – 300 words).
- **Part Two** - Each class member must respond to the post of a classmate (150 – 200 words) during the specified time periods to receive credit.

Each response directly related to the posted question or prompt, should include properly-cited references or quotations from class readings, relevant scholarly materials, or other research materials. The postings to a classmate should adhere to the following guidelines:

- Postings should be made on each week so you are progressing through the material in a timely manner and to provide your fellow class members with discussion items to which they can respond.
- The response to each classmate's posting should be at least 150 words and composed in the same scholarly manner as the original discussion post (references and relevant materials). Each response should be thoughtful and directly address the academics of the class member's post.
- Reflections on class members' posts should focus on a few main points. The reflection should *Analyze, Make Assertions, or Defend a Position* using relevant references, specific evidence and course readings
- Posts should be made in such a manner to ensure every student is included in discussions on numerous occasions. Your participation in this activity should engage all students – not just those you know.

Note: **ALL** Lesson Discussions require a personal response/reflection and a reflection on the views of a classmate. You will not receive full credit without **BOTH** parts.

Notes:

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# Course Calendar

(Subject to Revision)



Dates	Assignment (Click on Hyperlinks)	Discussion Focus
<p><b>Aug. 24 through Sept. 5</b></p>	<p><b>Reading Assignment:</b></p> <ul style="list-style-type: none"> <li>▪ Syllabus</li> <li>▪ Edvance360 Overview online</li> <li>▪ <a href="#">INTASC Standards</a> and <a href="#">NCATE Standards</a></li> <li>▪ <a href="#">TN Professional Education for Teachers</a> (pp. 16-22)</li> <li>▪ <a href="#">TN Curriculum Standards</a></li> <li>▪ <a href="#">Digest of Educational Statistics</a></li> </ul> <p><b>Discussion Topics:</b></p> <ol style="list-style-type: none"> <li>1. Prepare the Getting to Know You Discussion and post <b>(DUE 8/31 @5pm)</b></li> <li>2. Prepare a 150 page Reflection on the discussion posts of the class as a whole, "How I See My Classmates". How are individuals similar or different? What stands out about the group? How would you classify the group in a 8 word sentence? What do I find interesting about individuals and the group? <b>(DUE 9/2 @5:00 pm.)</b></li> <li>3. A) How do the standards reflect the relationship between quality education, culture and diversity? Provide specific examples from the standards to support your views.  B) After showing the standards to someone who is not familiar with them, ask them the question from above and summarize their views. What did you think about how others, outside education, viewed the importance of culture and diversity on the educational process? <b>(DUE 9/5 @5:00 pm.)</b></li> </ol>	<p><b><u>Posted on Edvance 360</u></b></p> <ul style="list-style-type: none"> <li>▪ Getting To Know You</li> <li>▪ How I See My Classmates Reflection</li> <li>▪ Educational Standards, Culture and Diversity</li> </ul>
<p><b>The Diversity of Culture from an Educational Perspective</b>  <i>Current demographic statistics reveal changing levels of diversity in America. These changes impact the school climate and the overall communication structure within the educational community. As a result, educators, counselors and administrators must focus on interactive strategies that more respectfully engage the various populations. Diversity enhances the school experience for all involved.</i></p>		
<p><b>Sept. 5 through Sept. 18</b></p>	<p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Read the website article <a href="#">"Cultural Competence for Educators"</a></li> <li>2. Read the research report <a href="#">"Status and Trends in the Education of Racial and Ethnic Groups"</a></li> </ol>	<p><b>Discussion Topics:</b></p> <ol style="list-style-type: none"> <li>1. How have your cultural experiences been shaped by your societal views, attitudes, choices and actions?</li> <li>2. From a historical perspective, how has</li> </ol>

	<ol style="list-style-type: none"> <li>3. Read the statistical article on <a href="#">“Racial/Ethnic Enrollment in Public Schools”</a></li> <li>4. Read the statistical article on <a href="#">“Children and Youth with Disabilities”</a></li> </ol>	<p>classism, racism, sexism, heterosexism and ableism influenced the educational experiences of the diverse cultural groups?</p> <ol style="list-style-type: none"> <li>3. What messages, directly or indirectly, have you received about: <ul style="list-style-type: none"> <li>▪ ways different racial groups are treated</li> <li>▪ what sexual orientations are acceptable</li> <li>▪ what it means to be male and female</li> <li>▪ the importance of amassing wealth</li> <li>▪ how disabilities are viewed</li> <li>▪ what “making it” means</li> </ul> </li> <li>4. Discuss several stereotype(s) or misinformation about your culture.</li> <li>5. What does it mean to be culturally competent or incompetent? Give an example of each. Do you consider yourself to be culturally competent when interacting or talking with persons of the following ethnicities? <ul style="list-style-type: none"> <li>▪ African American</li> <li>▪ American Indian</li> <li>▪ Asian</li> <li>▪ Asian American</li> <li>▪ Latino</li> <li>▪ White American</li> <li>▪ Other</li> </ul> </li> </ol>
	<p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Read <a href="#">“A Research Review: The Importance of Families and the Home Environment”</a></li> <li>2. Read the article <a href="#">“Parenting Styles and Adolescents”</a></li> <li>3. View the Parents as Advocates for Students video at <a href="#">School, Family &amp; Community Partners: A Toolkit for New Mexico School Communities</a></li> <li>4. Read the section “Parenting Practices, Processes, and Interactions” in <a href="#">Reframing Family Involvement in Education: Supporting Families to Support Educational Equity</a>.</li> </ol>	<p><b>Discussion Topic:</b></p> <ol style="list-style-type: none"> <li>1. Discuss: Do you consider yourself to be culturally competent when interacting and talking with persons of the following groups? <ul style="list-style-type: none"> <li>▪ Persons with various types of disabilities.</li> <li>▪ Persons who are gay, lesbian, bisexual, or transgendered.</li> <li>▪ Persons with a religion different than your own.</li> <li>▪ Others</li> </ul> <p>What is the basis for your assessment in each grouping?</p> </li> <li>2. What role do you think culture will play in your teaching career?</li> <li>3. What do you think will be the realities of</li> </ol>

		<p>working with children and families who have differing cultural backgrounds?</p>
	<p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Read <a href="#">“The 2011 HHS Poverty Guidelines”</a></li> <li>2. Read the section “Recent Research on Involvement of Economically Disadvantaged and Minority Families” in <a href="#">Reframing Family Involvement in Education: Supporting Families to Support Educational Equity</a>.</li> <li>3. Review the statistical data at: <a href="#">Low-Income Children in the United States: National and State Trend Data, 1998–2008</a></li> <li>4. Read the discussion of <a href="#">“Ten Important Questions About Child Poverty And Family Economic Hardship”</a></li> <li>5. Read the article <a href="#">“Poor Children by Parents’ Nativity”</a></li> </ol>	<p><b>Discussion Topic:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the following statements: “Although persons may have different cultures, they may share similar needs and values. Although persons may identify with the same culture, they may have needs and values that are not the same.” Provide examples to explain your position.</li> <li>2. When communicating with low-income persons of other cultures and ethnicities, what are common miscommunications? How can we learn to avoid them?</li> <li>3. How does the issues surrounding SES factor into educational opportunities and responsibilities?</li> </ol>
<p><b>Multicultural Education</b></p> <p>“Multicultural education is an idea, an educational reform movement, and a process whose major goal is to change the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse racial, ethnic, language, and cultural groups will all have an equal chance to achieve academically in school.”</p> <p style="text-align: right;"><i>Earl Bradford Smith in Approaches to Multicultural Education in Pre-Service Teacher Education</i></p>		



<b>Sept. 19 through October 3</b>	<p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Read Banks, Chapter 1- The Dimensions of Multicultural Education</li> <li>2. Read Banks, Chapter 3 – Multicultural Education: History, Development, Goals, and Approaches</li> </ol>	<p><b>Discussion Topic:</b></p> <ol style="list-style-type: none"> <li>1. How do the goals of multicultural education and its five dimensions help teachers prepare better educational environments for diverse learners?</li> <li>2. Discuss how your instruction could be improved by using the information about multicultural education.</li> </ol>
	<p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Read <a href="#">Expanding Multicultural Education to Include Family Diversity</a></li> <li>2. Read Banks, Chapter 2 – Multicultural Education and Global Citizenship</li> <li>3. Read <a href="#">“Approaches to Multicultural Education in Pre-Service Teacher Education”</a></li> </ol>	<p><b>Discussion Topic:</b></p> <ol style="list-style-type: none"> <li>1. How can teachers make use of the knowledge regarding cultural identity in designing effective curricula for multicultural classrooms? What are the advantages and areas for concern in using this strategy?</li> <li>2. Does the purpose of education in America truly benefit from preparing students to be global citizens? Are the goals of global citizenship compatible with the purpose of education for the diverse populations in schools?</li> </ol>
	<p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Read Chapter 14 – Reducing Prejudice in Students: Theory, Research, and Strategies</li> <li>2. Read Banks, Chapter 15 – Curriculum Guidelines for Multicultural Education</li> </ol>	
<b>Oct. 3 through Oct. 9</b>	<p><b>Mid-Term Assessment will be available online beginning at 12:01 a.m. and must be completed and uploaded by 5:00 p.m., Oct. 9 – No Extensions</b></p>	
<p><b>Transformation and School Reform</b>  <i>All members of the educational community must be willing to examine and adopt effective strategies to identify and address the needs of all students.</i></p>		

<b>Oct. 10 through Oct. 31</b>	<p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Read the article, <a href="#">“Improving Schooling for Cultural Minorities: The Right Teaching Styles Can Make a Big Difference”</a></li> <li>2. View the U.S. Dept Education’s Webinar: <a href="#">“Building Strategic Partnerships to Foster Community Engagement in Education”</a></li> </ol>	<p><b>Discussion Options:</b></p> <ol style="list-style-type: none"> <li>1. Why it is important to challenge the content and the processes by which members of the dominant culture <i>come</i> to know information in your field of study?</li> <li>2. How can teachers help their students develop skills that will allow them to construct their own knowledge through critical analysis?</li> <li>3. How could <i>social integration</i> in schools be defined? Share examples of <i>social integration</i>.</li> <li>4. Discuss the statement: “<i>Melting pot</i>” is often used in connection with the term, <i>assimilation</i>. May “<i>melting pot</i>” be viewed in a positive or negative manner or both? “<i>Melting pot</i>” is different than the “<i>tossed salad</i>” description where there is inclusiveness with individual differences maintained.</li> </ol>
	<p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Read Banks, Chapter 8 – Race, Disability, Giftedness, and School Reform</li> <li>2. Read Banks, Chapter 10 – A Curriculum for Empowerment, Action, and Change</li> <li>3. Read Banks, Chapter 11 – Teaching Decision-Making and Social Action Skills for Social Change</li> </ol>	

	<p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Read Banks, Chapter 12 – Gender and Educational Equity</li> <li>2. Read Banks, Chapter 13 – Language, Culture, and Education</li> </ol>	<p><b>Discussion Topic:</b></p> <ol style="list-style-type: none"> <li>1. How are one-way forms of school communications harmful to family/school relationship? If one makes a mistake regarding respectful communication with another person, related to culture, disability, sexual orientation or religion, what might one do in an effort to address or correct this situation? Discuss.</li> <li>2. Why might minority families exhibit distrust of schools?</li> <li>3. How does school climate affect achievement and opportunity? What can Maslow’s Hierarchy of Needs teach us about vital school climate elements?</li> <li>4. What are four barriers to minority student and family inclusion in schools? What are the barriers for non-minority students and families? Consider an explanation for these differences?</li> </ol>
	<p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Read the article <a href="#">“Beyond the Textbook: Building Relationships Between Teachers and Diversely-Structured Families”</a> (EJ916846)</li> <li>2. Read the article <a href="#">“What Works For African American Children And Adolescents”</a></li> </ol>	<p><b>Discussion Topic:</b></p> <ol style="list-style-type: none"> <li>1. Apple (1989) noted that curricula in most U.S. schools are not defined by teachers but by textbooks. Why might this be a problem?</li> <li>2. In regard to cultural diversity, how do we ask questions about what we do not know? How can we develop dialogue skills to speak about sensitive issues?</li> <li>3. Discuss ways of creating dialogue on sensitive issues in the classroom, community, church and at work.</li> </ol>
<p><b>Family Involvement/Engagement</b>  <i>To ensure that schools are attending to the academic and personal needs of a diverse population, teachers, counselors and administrators must continue to focus on increasing the level of active parent/family engagement.</i></p>		
<p><b>Nov. 1 through Dec. 7</b></p>	<p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Read <a href="#">Chapter 6: “Differences between parents in levels of involvement” in The impact of parental involvement, parental support and family education on pupil achievements and adjustments: A literature</a></li> </ol>	<p><b>Discussion Topic:</b></p> <ol style="list-style-type: none"> <li>1. Discuss how your parents’/families’ involvement or lack of involvement impacted your educational career. What</li> </ol>

	<p><a href="#">review.</a></p> <ol style="list-style-type: none"> <li>2. Read the article <a href="#">“Six Types of Parent Involvement”</a></li> <li>3. View the U.S. Dept Education’s <a href="#">“Transforming Schools Through Family, School, and Community Engagement Webinar”</a></li> <li>4. View the video <a href="#">“Home and School: A Partnership”</a></li> </ol>	<p>changes, if any, would you have made in their level of involvement? Why?</p> <ol style="list-style-type: none"> <li>2. Discuss the statement: Family involvement can only do as much for a child’s academic achievement as their natural intelligence allows.</li> <li>3. How does the community benefit from a school’s focus on increasing the family involvement of minority students? What is your personal opinion about community involvement in education and the benefits a diverse community receives from such involvement?</li> </ol>
	<p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Read the remaining sections of <a href="#">Reframing Family Involvement in Education: Supporting Families to Support Educational Equity.</a></li> <li>2. Read the articles on the website <a href="#">“Parent Involvement in Education”</a></li> <li>3. Read the research report, <a href="#">“ Parents’ Motivations For Involvement”</a></li> </ol>	<p><b>Discussion Topic:</b></p> <ol style="list-style-type: none"> <li>1. From a pre-service teacher or counselor position, what should be your first step to address family engagement issues at your school? Elaborate on your</li> <li>2. How could you address the lack of parental motivation to become involved in their child’s education? How would your strategy differ based on diversity profiles?</li> </ol>
	<p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Review the Research Highlights of <a href="#">Fathers' and Mothers' Involvement in Their Children's Schools by Family Type and Resident Status</a> on pp. 6-8</li> <li>2. Read the article: <a href="#">Successful Family Engagement in the Classroom</a></li> </ol>	<p><b>Discussion Topic:</b></p> <ol style="list-style-type: none"> <li>1. For diverse populations the expectation for mothers’ and fathers’ involvement in education fair in today’s society? Explain your views.</li> <li>2. How would you communicate to divorced parents that they should be involved in the educational process? Latino partents?</li> <li>3. In your opinion, what are the top 5 essential features of a successful family involvement campaign? Why does each feature rank on its assigned level?</li> </ol>
<p>Dec. 8</p>	<p><b>FINAL EXAMINATION - This will be an on-site examination. Please clear your schedule to be in attendance. The location and time will be determined after student input is considered.</b></p>	