This is a designated **Community Engaged Learning** (CEL) course: a credit-bearing academic course in which students are involved in a community setting such that the experience is linked to course content, enriches learning, and benefits the community in some way.

### I. COURSE DESCRIPTION

This course will utilize a combined classroom/community engaged learning (CEL) approach to present an introduction to community schools – using schools as the hubs of communities, an innovative way to serve children and families, and to nurture and sustain communities. Students will learn about international and national models of community schools, and ways that community schools are being built in Broome County through a novel partnership among New York State, Broome County, Broome County schools and Binghamton University. As a service-learning course, students will engage in a CEL project related to local community schools. Because this class enrolls a small number of students (capped at 18) across a range of disciplines, students will have opportunities to learn from each other across the silos of their disciplines and professions. This course will make explicit its connections with three of BU’s transdisciplinary areas of excellence including:

- Community schools as a model for **sustainable communities**;
- Community schools as models for assuring the rights of all constituents through **citizenship, rights and cultural belonging**; and,
- Community schools as innovative models of **health sciences** – addressing physical and mental health of children, families and communities.


**Additional readings** will be provided to supplement the text. These will be available on Blackboard.
II. **OBJECTIVES:**
Upon completion of the course students will be able to:

A. Demonstrate an understanding of the history of community schools.
B. Develop an understanding of the value base of the community schools movement and the legal and ethical standards and principles that govern practice.
C. Explain the relationship between poverty and academic performance.
D. Examine the professional roles vital to community schools including the Community School Coordinator, teacher, principal, school nurse, social worker, psychologist, and community partners from health and social services and business.
E. Discuss the role of interorganizational and interdisciplinary collaboration and collective impact in building and sustaining community schools.
F. Describe the importance of, and ways to enhance families’ and youths’ voices in schools.
G. Contrast the similarities and differences in community schools in rural, urban and suburban settings; and throughout the school experience from pre-K through high school.
H. Understand policies that both support and present barriers for the development and implementation of community schools.
I. Explore the various ways to fund community schools including challenges and strategies for funding.
J. Explain the range of ways to evaluate community school efforts.
K. Demonstrate knowledge about models of university-community partnerships.
L. Enhance Binghamton University’s relationship with local community schools to serve local children and families and expand BU students’ knowledge and skills in practice with community schools.
M. Become exposed to community schools efforts around the globe.

III. **TEACHING STRATEGIES AND METHODS**

A. Lectures, class discussions, experiential exercises, demonstrations, audiovisual material, role-plays, student presentations, civic engagement and guest speakers.
B. Students will be expected to be active participants in this course.
C. A minimum of 25 hours of community engaged learning in local community schools.

IV. **OUTLINE OF TOPICS**

Topics to be covered in this course include:

A. History of community schools
B. Models of community schools in the U.S.
C. Roles of school and community professionals in community school efforts
D. Roles of families and youth in community schools
E. Interdisciplinary and interorganizational collaboration; collective impact
F. University – community collaborations
G. Ethical and legal issues – confidentiality and information sharing
H. Settings – urban, rural and suburban schools and communities
I. Community schools across the lifespan – PK through high school
J. Relevant policies
K. Funding models
L. International efforts
M. Evaluation and research

V. ASSIGNMENTS

Attendance, Informed Participation and Accountability:

1. **Engagement**: The appropriate, respectful, and relevant participation in one’s own learning as well as contributing to the learning of others.

2. **Integration**: The demonstration of efforts to make connections, both conceptual and practical, between the curriculum presented and its application.

3. **Attendance**: An important aspect of learning is your participation in class. We learn better when we are engaged actively. Since attendance is a prerequisite to participation, missed classes will impact your grade. You are responsible for making up any missed material, obtaining notes from classmates, and checking with your instructors to see if any changes were made to the syllabus or assignments during your absence.

4. **Written assignments**: Hard copies of all written assignments are to be handed in on or before the due date. All written assignments are also required to be submitted through Turnitin on or before the due date.

5. **Community Engaged Learning**: 25 hours in the community, journals and class presentation.

Grading:

1. **Weekly papers**: Two-three pages answering the questions below based on your readings, lectures and discussions from the prior week, beginning week 2 and worth 10 points each – Utilize at least two references from the prior week’s required readings and/or other scholarly articles or book chapters in each paper. Different references are required for each paper. Hard copies of all written assignments are to be handed in on or before the due date. All written assignments must also be submitted through Turnitin by the due date. 100 points total can be earned.

   *Due week 2 (2/4):* Do you think the U.S. has an “education problem” or a “poverty problem”? How do you justify your response?
Due week 3 (2/11): What does the history of services for children and families tell you about the development of community schools?
Due week 4 (2/18): Describe the role of two different professionals who serve children and families, and how community schools can help each professional to address the needs of the whole child and promote their success.
Due week 5 (2/25): What actions or activities might improve family and/or youth voice in any of the Broome County schools and how?
Due week 6 (3/4): How might the Binghamton community support collaboration between the public school and community agencies?
Due week 7 (3/11): How does this course you are taking on community schools attempt to improve relationships between the local schools and the university? What are additional roles the university can take in this effort?
Due week 8 (3/18): State whether the school/community where you are doing your civic engagement is urban or rural, and how that setting impacts community school efforts there. OR Describe how the community school efforts where you are doing your civic engagement fits the age group to whom those efforts are targeted.
Due week 9 (3/25): Describe one or more policies or funding sources that impact the community school efforts at the school where you are doing your civic engagement, and how it helps and/or hinders the community school efforts.
Due week 10 (4/1): Describe an aspect of an international community school initiative and its successes and challenges.
Due week 11 (4/15): How does the community school where you are doing your civic engagement evaluate its efforts? What additional ideas for evaluating this work can you offer?

2. Attendance – Perfect attendance earns 25 points. Each class missed after the first subtracts 5 points. 5 points is earned for completing your 25 hours of service learning.

3. Community Engaged Learning (CEL) – Possible school roles – after school academic tutor, after school recreation or arts aide, mentor, advocate, etc. These will be discussed at the second class and the professors will enable you to connect with the schools to design a role that supports your learning objectives.

4. Journals - 10 points to be earned for weekly journal reflections on your service learning experience. An important aspect to your community service project is the act of reflection. Your journal submissions will give you the opportunity to reflect on what you are learning from your service experience, connect the experiences to the course content and discover the ways that these experiences have changed your thinking or deepened your knowledge.

5. Poster presentation - 10 points to be earned for a poster presentation on your service learning and its contribution to the goals of community schools. Your poster and half hour presentation should include: A description of your service learning experience; Discussion of literature (at least two sources) that inform your service learning experience; How your academic major fits with the work of community schools; Where in the country there is similar work and what this looks like in different communities; What you see as next steps for others to further the work you began.
Weekly papers: 100 points (10 points for each assignment)
CEL Journals: 25 points (5 points for each journal reflection)
Attendance and Participation: 25 points (losing 5 points for each missed class)
Poster Presentation: 25 points (completed poster and presentation)
CEL Project: 25 points (25 hours)

Total possible Points 200/2 = 100

VI. CLASSROOM ENVIRONMENT

The Faculty and Staff at Binghamton University are committed to serving all enrolled students. The intention is to create an intellectually stimulating, safe, and respectful class atmosphere. In return it is expected that each of you will honor and respect the opinions and feelings of others. Please silence cell phones and pagers. The use of laptops is permitted as long as they are not a distraction to others and used to enhance your involvement in class.

VII. ACCOMMODATIONS

If you are a student with a disability and wish to request accommodations, please notify the instructor by the second week of class. You are also encouraged to contact the Office of Services for Students with Disabilities (SSD) at 777-2686. Their office is in UU- 119. The SSD office makes formal recommendations regarding necessary and appropriate accommodations based on specifically diagnosed disabilities. Information regarding disabilities is treated in a confidential manner.

VIII. ACADEMIC HONESTY

“All members of the university community have the responsibility to maintain and foster a condition and an atmosphere of academic integrity. Specifically, this requires that all classroom, laboratory, and written work for which a person claims credit are in fact that person’s own work.” The annual university Student Handbook publication has detailed information on academic integrity.

Binghamton University has obtained a license with Turnitin.com to facilitate faculty review for potential plagiarism of papers and projects in their courses, which they are encouraged to do.

“Students assume responsibility of the content and integrity of the academic work they submit. Students are in violation of academic honesty if they incorporate into their written or oral reports any unacknowledged published or unpublished or oral material from the work of another (plagiarism); or if they use, request, or give unauthorized assistance in any academic work (cheating).” (CCPA Academic Honesty Policies)

Neither plagiarism nor cheating will be tolerated. Incidents of either will result in a failing grade for the assignment in question, which will most likely have a negative effect on the final grade.
If you have any questions about what constitutes plagiarism or cheating, PLEASE ASK US!  
http://ccpa.binghamton.edu/students/currentstudents/academichonesty.htm

IX.  SCHEDULE OF CLASSES AND REQUIRED READINGS

Class 1:  1/28  
Introduction to class  
Reading:  
https://www.usfca.edu/uploadedFiles/Destinations/Institutes_and_Centers/OSL/docs/Bringle_Making_Meaning_of_Exp.pdf

Introduction to community schools: Addressing the links between poverty and academic success  
Readings:  


Class 2:  2/4  
Models of community schools in the U.S.: Historically and today  
Readings:  


Class 3:  2/11  
Roles of school and community professionals in community school efforts  
Readings:  


Class 4:  2/18
Roles of families and youth in community schools
Readings:
Blinn, A.M., Carpenter, N.W., & Mandel, L.A.  A newfound voice: Elementary-age student
Health Association.
Blitz, L., Kida, L., Gresham, M., & Bronstein, L.R. (2013). Prevention through collaboration:
Family engagement with rural schools and families living in poverty. Families in
Zorrilla, M., Baxter, M., & Heater, H. Speaking truth to power: A youth advisory board’s
actions to change school-based policy in San Francisco. In Wright, T.D. & Richardson,

Class 5:  2/25
Ethics of working across systems: Interdisciplinary and interorganizational collaboration; collective impact
Readings:
Social Work in Education, 22(1), 33-44.
36-41.
Measuring interprofessional team collaboration in expanded school mental health: Model
refinement and scale development. Journal of Interprofessional Care, 24(5), 514-523.

Class 6:  3/4
University – community – school collaborations
Readings:
Bronstein, L.R., Anderson, E., Terwilliger, S., & Sager, K. (2012). Evaluating a model of
school-based health and social services: An interdisciplinary community-university
Education, citizenship and social justice, 1(1), 5-37.
Harkavy, I., Hartley, M., Hodges, R., & Weeks, J. (2013). The promise of university-assisted
Class 7: 3/11
Settings – urban and rural schools and communities

Readings:

Community schools across the lifespan – PK through high school

Readings:

Class 8: 3/18
Relevant policies and funding models

Readings:

Class 9: 3/25

International initiatives

Readings:


Class 10: 4/1

Evaluation and research

Readings:


Classes 11-14: 4/15-5/6
Student poster presentations on service learning projects

SUPPLEMENTARY TEXTS


