



Community Partnership Building

EDUO 9864

1 Semester Credit/Unit

Instructor – Beth Levine

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Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.

Course Overview

Foster collaboration, communication, and potentially partnerships between local businesses, so as educators we can make a bigger impact on our community through combined efforts.

Course Objectives

In this course participants will have opportunity to:

- Develop partnerships to support student achievement, educational opportunities and programs
- Construct a partnership plan to help outline the scope of the program, a timeline, roles and responsibilities, outcomes and evaluation methods.

Course Assignments:

In this course you'll design, essentially, a partnership planbook with three primary components. The first component of your planbook will identify goals based on the needs of your school to ensure academic success and improvements overall. The next component will describe the partnership relationships, expectations and the identified roles of both the school and identified business. The third component of the planbook will describe the action plan describing how the partnership will be implemented including its promotion amongst families and business community, communicating with organization, and monitoring progress of the partnership. The final component will be a reflection describing the program's effectiveness and plans for moving forward.

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objective	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses shows evidence of new knowledge evidenced by identifying school needs from School Improvement Plan, determining partnerships and the roles of the parties involved, define a detailed action sequence and create a reflection that demonstrates your use of best practices throughout the course	Most responses shows evidence of new knowledge evidenced by identifying school needs with minimal input from your School Improvement Plan, partnership identified, roles are of parties are unclear, action sequence is vague; includes limited reflection.	Responses show little to no evidence of new knowledge evidenced by no input from School Improvement Plan to determine needs, no partnership determined, unclear roles and objectives of participants, action sequence cannot be followed, reflection does demonstrate understanding of course objectives.
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
 - For questions involving your registration or to change your address please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- For Dominican Self-Guided course information go to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>