



The University of Texas at Tyler

School of Education

EDSI 6330.060 School Culture & Community Engagement for School Improvement

Instructor Information

Session	Fall 2026
Credit	3 hours
Course Meeting/Room	Online
Office Hours	By appointment, virtual or BEP 228

Instructor	Cynthia Woody, Ed.D. cwoody@uttyler.edu 903.641.2979 (cell)
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Catalog Description

This course examines methods to establish a plan and systems to authentically engage the community in the school improvement process. The community engagement plan will include but not be limited to systems to enhance communication with parents and other stakeholders, and how to turn community supports into advocates.

Last day to withdraw from this course: **October 30, 2026**

Student Learning Outcomes

The student will be able to:

1. Recognize personal and structural factors that can impede or enhance successful partnerships with communities from cultural, compositional, socioeconomic, and linguistic backgrounds.
2. Understand legal mandates, theoretical principles, and empirical evidence pertaining to effective community partnering and collaboration.
3. Engage in systematic, data-based decision making and identification of community services, supports, and interventions to promote school-community-family partnerships to foster student success.
4. Collaboratively consult on the development of a community partnering project to assist a school in developing and sustaining a school-community-family partnership reflecting on the intersections of race, gender, and class.

Course Requirements

Discussion and Participation	25%
Assignments & Research Pool	25%
Major Project: Book Chapter	25%
Action Plan and Reflection	25%

Required Textbooks

This course uses **no-cost materials** provided by the instructor.

Course Grading

A	90-100% of points
B	80-89% of points
C	70-79% of points
D	60-69% of points
F	below 59.9% of total points

Graded Course Requirements – *Full descriptions of each assignment provide in course module. A list of course assignments and due dates will be provided on the first day of class.*

- **Discussion Boards** – Students are expected to actively participate as members of our shared learning community within this course. Participation includes analyzing engaging in meaningful discussions, responding to mentor texts, engaging in peer feedback and revision processes, contributing editorial suggestions, and supporting classmates throughout the writing process.
- **Writing Development Activities** – Students will examine examples of scholarly and practitioner writing to identify characteristics of effective educational resources. Associated activities will support mastering writers' guidelines, chapter development, organization, voice, and audience awareness.
- **Major Project: Textbook Chapter** – Students will create a chapter contribution following the agreed-upon textbook structure. Chapters must demonstrate scholarly grounding, practical application, and integration of practitioner perspectives. As part of the authoring process, students will invite one or more external guests (e.g., school professional, family member of a current or past student, non-profit or business community partner) to contribute a reflective blog or personal perspective related to the chapter topic. These contributions are intended to provide real-world context and view points from stakeholders rather than scholarly research interviews.
- **Research Pool** – Students in selected courses, including EDSI 6330, must fulfill a research pool requirement. The research pool requirement must be completed before the final week of the academic semester. The research requirement for these courses can be satisfied in one of two ways. First, students can fulfill the research pool requirement by volunteering to participate in approved research studies offered by the School of Education. Alternatively, students can satisfy the research pool requirement by completing alternative assignments that are equal in time and effort to the research opportunities. Detailed information about the research requirement can be found on the CANVAS page for the course.
- **Partnership Action Plan** – All students will contribute to a section of the textbook focused on school-family-community partnership action plans. Each student, either independently or with a pre-approved student partner in the course, will be expected to

collaboratively consult with one or more external stakeholders on the development of a community partnering project to assist a school in developing and sustaining a school-community-family partnership. The action plan will serve as an exemplar for stakeholders seeking models for effective family and community engagement partnerships but does not have to be carried out as an expectation of this course.

- **Final Author Reflection** – Students will reflect on their growth as doctoral scholars, writers, collaborators, and educational leaders throughout the authoring process. ESDI 6330 students will be asked to consider giving permission to voluntarily share their reflections on this process as part of proposed research study. There is no penalty if a student does not wish to share their reflection. The instructor will provide more information within the course.

COURSE POLICIES

All assignments are expected to be completed to the best ability of the student and adhere to the stated assignment criteria. All assignments must be submitted by date listed on the assignment schedule. This course is designed with generous deadlines for all assignments. No **late work** is accepted without making prior arrangements with your instructor.

Participation and your commitment to your learning is critical to your success in any course. Your timely participation in the class discussion and the peer editing and writing process is a substantial part of your grade in this course. The due date listed in Canvas is for your first post while your peer responses will be due before the next module opens. This structure will ensure we can engage in meaningful conversations about instructional supervision.

Communication

Please email me at cwoody@uttyler.edu as your first line of communication. I will work with your other professors to determine when to hold optional class Zoom meetings.

Additionally, we can visit by email, set up virtual office hours, talk on the phone, or meet in person as needed at a time that works with your schedule.

I generally reply to emails within 24 hours during the workweek. I generally do not work on Sunday, so I will return emails at the start of the week. My preferred method of communication is email. However, I am accessible via phone, text or zoom.

Remember that you are always welcome and encouraged to reach out to classmates, too. You can use the “People” tab on your Canvas courses to contact classmates. Please be respectful of this privilege and keep all communication professional.

Written Assignments, Quizzes & Exams

Some of the written assignments in this course require **collaboration with other students**. Your participation as documented on Canvas will count towards the participation grade.

Some of the assignments in this course are designated as **individual assignments**. Students may not collaborate on the individual assignments. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

Artificial Intelligence

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research.

You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI Guidelines: For this course, students are allowed to enlist AI tools for limited purposes when writing, such as light revision of written work, idea generation, and support with formatting citations, improving tone, and similar purposes. Students should not rely on AI to generate their original thoughts and content. The instructor may allow students to use generative AI for assistance with certain tasks, such specific options within assignments related to designing textbook illustrations, for example. Students will be held accountable for any inaccurate or erroneous content, inappropriate or poorly constructed communication, and misappropriation of others' work (plagiarism) and thus should always be careful with the use of AI support. When an assignment asks the student to share personal experiences or carry out activities such as an interview, students are expected to submit original work that accurately reflects their real-life experiences for the assignment. When in doubt, seek clarification from the instructor regarding AI tool usage.

SCHOOL OF EDUCATION PROGRAM STANDARDS

Texas Education Standards

The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. Access the [Code of Ethics and Standard Practices for Texas Educators](#).

UNIVERSITY POLICIES and STUDENT RESOURCES

A list of student resources will be provided in the Canvas course or can be accessed here: <https://www.utt Tyler.edu/current-students/>

A list of University policies will be provided in the Canvas course or can be accessed here: <https://lms-media.utt Tyler.edu/fileman/ODL/Resource/Policies.html>