Welcome to EDAD 740: School Community Relations!

I. Mission - The Educational Leadership faculty at the University of South Dakota prepare innovative scholar-practitioners for the purpose of enhancing success for all learners.

"What a leader does consistently over time eventually becomes the emphasis within the organization." - Dr. Dave Else

"Leadership is learned many times over." - Brad Jungling

"Never be lacking in zeal." - Dr. Bob Stouffer

"When you improve a little each day, eventually big things occur…not tomorrow, not the next day, but eventually a big gain is made. Don't look for the big, quick improvement. Seek the small improvement one day at a time. That's the only way it happens — and when it happens, it lasts."
- Coach John Wooden

"It is more important to be interested than interesting." - James Hunter
“Life is not a journey to the grave with the intention of arriving safely in a pretty and well-preserved body. But rather, to skid in broadside, thoroughly used up, totally worn out, and loudly proclaiming .... WOW what a ride.” - Mark Frost

II. Catalog Description of the Course - Relationships between school and community. Public information techniques and procedures.

III. Method of Instruction - The course will be presented over the Internet using the D2L program as provided by the University of South Dakota. Before you begin, please take the time to complete the orientation provided. This will answer many questions regarding online instruction and will also orient you to the site with helpful information. The continuing education online orientation documents can be found at the continuing education homepage, to new students, to student support, to online orientation package at http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf. Students will access the web site at the following URL: https://d2l.sdbor.edu. Each student will have a login name and password as provided by computer services at USD. Students must have an available computer with internet access and with one of the commonly used browsers. Firefox is recommended, although Internet Explorer, Safari or Chrome work as well. Students are advised to download the latest free version of one of these browsers from the internet.

Please read through the CDE Online Student Handbook document in the getting started widget on the course homepage to review the minimum technological requirements for participation in this course.

This is a three credit-hour course, so you should expect to invest around nine hours per module throughout the course.

Course Content - The course is developed around modules. I need to emphasize that this is not an independent study course, yet you may work ahead to any assignment or discussion post that is available. In fact, I prefer that you work ahead when you have time because I realize that you have a very busy schedule in your current role. Please read the information in the content section of each module prior to reading the textbook.

Discussion Board - Following the presentation of material in the course content, there will be discussion question(s) posted in the discussion board section of Desire2Learn (D2L). Each student will be assigned to a group of peers. The first expectation is to respond to the postings of the instructor. The second expectation is to respond to the comments of at least two of your peers in your group. Due dates are provided. The responses to your fellow students need to be of a substantive nature, adding to what was said, challenging the comment with rationale or agreeing with comments and rationale. As in all communication, there is certain etiquette when discussing online. These are referred to as netiquette expectations. For example, do not use sarcasm, keep the discussion professional, and read questions and postings carefully before responding. Other tips can be found in the continuing education online orientation document.

Contact Information - Please contact me at any time if I can help you in any way. My cell phone is (641) 629-0200, and you may call or text this number at any time. My email addresses are dadejong58198@d2l.sdbor.edu and david.dejong@usd.edu. My Twitter account is
@daviddejong, and I would be especially impressed if you begin to add the hashtag #YoteLeaders to your tweets. You may contact me anytime Monday - Sunday, 24 hours a day. On weekdays I will reply within 24 hours. I will not reply to emails on weekends, so if you need an immediate response you should call or text me at (641) 629-0200.

Please know that the South Dakota Board of Regents has adopted an internal emailing system through Desire2Learn (D2L). These email addresses end with @d2l.sdbor.edu. Since this is an internal emailing system you are unable send emails from your @d2l.sdbor.edu to email addresses that end in @gmail.com or @usd.edu or @k12.sd.us. If it is an issue to constantly check your @d2l.sdbor.edu account, then you should add a forwarding option within @d2l.sdbor.edu so you will be immediately notified when you receive an email.

**Technical Problems** - Most technical problems experienced by students can be solved through conversation with the USD computer center help desk. This office can be reached at (605) 677-5028 or by emailing helpdesk@usd.edu. The [Online Orientation Guide](#) will provide assistance regarding technology requirements.

**IV. Beliefs** - Reflective leaders are skilled educators whose practices and decisions draw upon the best available theory, research, and experiential wisdom. Reflective decision-making engages administrators in cycles of thought and action based on theoretical and professional knowledge. The Division of Educational Leadership is committed to preparing reflective leaders.

**V. Specific Course Objectives** - Upon completion of the course, student will be able to:

<table>
<thead>
<tr>
<th>Objectives/Outcomes</th>
<th>Standards</th>
<th>This assignment assesses whether or not you have met the NELP Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 (COMMUNICATION) maintain effective two-way communication with families and the community. 5.3 (PARTNERSHIPS) build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development.</td>
<td>NELP (Building Level) 5.1, 5.3</td>
<td>Discussion posts and replies</td>
</tr>
<tr>
<td>2.2 (DECISION-MAKING) evaluate the moral and legal consequences of decisions.</td>
<td>NELP (Building Level) 2.2</td>
<td>Examples of Good and Unethical Public Relations</td>
</tr>
<tr>
<td>5.4 (ADVOCACY) advocate for the needs and priorities of the school, district, students, families, and the community.</td>
<td>NELP (Building Level) 5.4</td>
<td>Power Structure of District</td>
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<tr>
<td>1.1 (MISSION AND VISION) develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school. 5.1 (COMMUNICATION) maintain effective two-way communication with families and the community. 5.2 (ENGAGEMENT) engage families, community, and school personnel in strengthening student learning in and out of school. 6.3 (COMMUNICATION SYSTEMS) develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement.</td>
<td>NELP (Building Level) 1.1, 5.1, 5.2, 6.3</td>
<td>Final Field Experience Project: Improve the School Community Relations at the District Level</td>
</tr>
</tbody>
</table>

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<tr>
<td>5.1 (COMMUNITY ENGAGEMENT) engage families, community, public, private, and non-profit sectors in meaningful ways. 5.3 (TWO-WAY COMMUNICATION) maintain ongoing, two-way communication with families and the community to develop an understanding of the diverse interests, needs, and resources of the district community in the service of student development and educational improvement.</td>
<td>NELP (District Level) 5.1, 5.3</td>
<td>Discussion posts and replies</td>
</tr>
<tr>
<td>2.2 (MODEL) model ethical behavior in their personal conduct, relationships with others, decision-making, and stewardship of the district’s resources.</td>
<td>NELP (District Level) 2.2</td>
<td>Examples of Good and Unethical Public Relations</td>
</tr>
<tr>
<td>5.4 (REPRESENTATION) represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development.</td>
<td>NELP (District Level) 5.4</td>
<td>Power Structure of District</td>
</tr>
<tr>
<td>1.1 (MISSION AND VISION) analyze and communicate a data-informed shared mission and vision for the school</td>
<td>NELP (District)</td>
<td>Final Field Experience</td>
</tr>
</tbody>
</table>
district focused on the academic success and overall well-being of each student and district and school personnel.
5.1 (COMMUNITY ENGAGEMENT) engage families, community, public, private, and non-profit sectors in meaningful ways.
5.2 (PARTNERSHIPS) sustain productive partnerships with communities and public, private, and non-profit sectors to recognize and celebrate school and community improvement.
7.5 (ADVOCACY) advocate for the needs and priorities of the district.

Level) 1.1, 5.1, 5.2, 7.5
Project: Improve the School Community Relations at the District Level

Required Textbook - Moore, E. H., Bagin, D. H., & Gallagher, D. R. (2016). The school and community relations. Pearson Higher Ed. ISBN 0133905411 (It would work equally well to utilize the online textbook or the paper textbook.)

The book listed above for this course can be purchased from Barnes and Noble at the University of South Dakota. Please call (605) 677-6291 or email bn@usd.edu. Also, the book can be ordered directly from the company or any other source available.

VI. Course Assignments
1. **Module discussions (450 pts)** will require you to first read the course content and textbook, and then craft a response to the discussion question(s) with a minimum of one citation. Your initial posts must be completed by midnight of the due date. After you submit your initial post you will be able to see the posts of your peers (unless you are the first to post in your group). You are required to respond to two of your colleagues’ comments prior to midnight of the deadline provided. Your response should demonstrate reflective analytical thinking and be supported with evidence from your reading.

If a post is late you will receive a zero for that assignment. You have 48 hours to earn up to half of the points back for the discussion. If it is longer than 48 hours from the due date you may earn up to ¼ of the original points.
2. **Examples of Good Public Relations #1, #2, #3, #4 (25 points each for a total of 100 points)** = Throughout the course we will come across examples of good and/or ethical public relations. Each student is expected to share four examples (links, tweets, articles, etc.) of where a superintendent or other school leader is quoted in the news or shares public information. When you come across an example (links, tweets, articles, etc.), please begin a new thread in the discuss section. Each new thread is worth 25 points for a total of 100 points.

If a post is late you will receive a zero for that assignment. You have 48 hours to earn up to half of the points back for the discussion. If it is longer than 48 hours from the due date you may earn up to ¼ of the original points.
Under the link you need to answer five questions (If the link requires us to sign in then you need to copy and paste the content into your post).

1) (5 points) Please copy all of the exact words from the superintendent (If the superintendent was not quoted, then you may not use this article. Please put all of the words from the superintendent in quotation marks. If you are analyzing something that was written by the superintendent, it is totally acceptable if your response to this question is very long.)

2) (5 points) Attempt to "walk a mile in the shoes" of the superintendent who was quoted. What is the intent of the superintendent (disseminate information, spin something negative, etc.)?

3) (5 points) What would you add to the superintendent's quote to clarify the message being conveyed?

4) (5 points) Select an individual or group of people who may be offended by the superintendent's message and explain why this group could be offended.

5) (5 points) If you were a school board member at this school, why would you contact the superintendent to share support regarding this communication?

6) (Optional) Now post your article to Twitter and include the #YoteLeaders hashtag.

Your posts will be publicly available to the full class, so you will be able to see the reflections of your peers.

3. **Examples of Unethical Public Relations #1, #2, #3, #4 (25 points each for a total of 100 points)** = Throughout the course we will come across examples of unethical public relations that may have moral and legal consequences. These examples may be more difficult to find, so please do your best. You may use examples of when a superintendent's response was unethical, or when a superintendent is responding to an unethical situation. Please begin your post with a link to your article/tweet/etc. Under the link you need to answer five questions. If the link requires us to sign in then you need to copy and paste the content into your post.

Each student is expected to share four examples (links, tweets, articles, etc.) of where a superintendent is quoted in the news or shares public information. When you come across an example (links, tweets, articles, etc.), please begin a new thread in the discuss section. Each new thread is worth 25 points for a total of 100 points.

If a post is late you will receive a zero for that assignment. You have 48 hours to earn up to half of the points back for the discussion. If it is longer than 48 hours from the due date you may earn up to ¼ of the original points.

Under the link you need to answer five questions (If the link requires us to sign in then you need to copy and paste the content into your post).
1) (5 points) Please copy all of the exact words from the superintendent (If the superintendent was not quoted, then you may not use this article. Please put all of the words from the superintendent in quotation marks. If you are analyzing something that was written by the superintendent, it is totally acceptable if your response to this question is very long.)

2) (5 points) Attempt to "walk a mile in the shoes" of the superintendent who was quoted. What is the intent of the superintendent (cover something up, react to a situation, etc.)?

3) (5 points) What would you add to the superintendent's quote to clarify the message being conveyed?

4) (5 points) Select an individual or group of people who may be offended by the superintendent's message and explain why this group could be offended.

5) (5 points) If you were a school board member at this school, why would you contact the superintendent to share dissent regarding this communication?

Your posts will be publicly available to the full class, so you will be able to see the reflections of your peers.

4. **Power Structure of District (150 points)** - The assignment has been divided into three parts and submitted to DropBox when completed. Please save the three parts on only one document if possible. The process of this project will be more valuable than the final product. Excellent examples are uploaded to the content section of D2L, but please make this your own project. Please note that this project will remain 100% confidential, and you may use initials or other de-identifying tactics to protect sensitive information.

   a. **Part I - Visual of the Formal Power Structure**
      i. Select a school system (i.e. public school district, private school, parochial school, tribal school, etc.) that you would like to analyze.
      ii. Create a flowchart that shows the formal power structure of this school system. Your flowchart should be produced on your computer using Microsoft Word or any program of your choice. The students must be at the top of your flowchart (see rubric for more information).
      iii. Please explain any unique aspects of your school system.

   b. **Part II - Identify Informal Key Communicators**
      i. This section is designed to analyze the informal key communicators with your school, so this section should not include groups of people (such as Booster Club Parents), administrators or school board members. It should be obvious that administrators and school board members can influence a school, and you have covered this in the formal power structure. If you list administrators or school board members in Part II you will receive a 0 out of 50 for this section. If you list groups, you will receive a 0 out of 50 for this section as well. Please list specific people (or their initials if you are concerned about confidentiality).
      ii. Informally interview 10 or more people in your district or in the community with the goal of identifying the most influential community members in your district who are not school employees. Ask questions like, “Who has
a lot of influence on this school?” “If the superintendent needed input from members of the community, who would she or he talk to first?” “Who seems to be the go-to volunteer for this school?”

iii. Make a list of the folks that were mentioned and rank them by the frequency of their name being mentioned. Next to their name, identify their affiliation or occupation such as “Banker” – “City” – “Business Owner” – etc.

c. Part III - Reflect and Answer Questions

i. What did you learn from developing the formal power structure?

ii. What did you learn from developing the informal power structure?

iii. Do you have a relationship with any of the key communicators on your list?

iv. What can you do to build a relationship with these key communicators?

v. What might a superintendent do with this limited data?

<table>
<thead>
<tr>
<th>Category</th>
<th>50 points (Target)</th>
<th>40 points (Acceptable)</th>
<th>20 points (Developing)</th>
<th>Zero points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td>The visual of the school clearly shows the power structure of the school. The written explanation includes many unique aspects of the school. Students are shown to be at the top of the flowchart.</td>
<td>The visual of the school shows most of the power structure of the school. The explanation includes some unique aspects of the school. Students are not at the top of the flowchart.</td>
<td>The visual of the school shows some of the power structure of the school. The explanation is weak.</td>
<td>No visual or explanation.</td>
</tr>
<tr>
<td>Part II</td>
<td>Individual people who are perceived to be key communicators of the district are clearly visible. There is a frequency ranking with an identifiable affiliation or occupation for each individual. You may not list groups of people, administrators or school board members.</td>
<td>Key communicators of the district are somewhat visible. There is a frequency ranking that shows that the student did not contact 10 people to get their opinion.</td>
<td>Key communicators of the district are not visible. No frequency ranking is provided.</td>
<td>No key communicators or frequency chart. The members listed in this part were groups of people, administrators and/or school board members.</td>
</tr>
<tr>
<td>Part III</td>
<td>All five questions are answered with genuine insight and conclusions.</td>
<td>Most of the questions are answered with insight and</td>
<td>A few of the questions are answered.</td>
<td>No questions are answered.</td>
</tr>
</tbody>
</table>
The questions are answered with little to no grammatical errors. Student has a clear understanding how to engage various stakeholders in the decision-making process and to advocate for needs of the school.

conclusions. The questions are answered with some grammatical errors.

The questions are answered with many grammatical errors.

If your assignment is late you will receive a zero for that assignment. You have 48 hours to earn up to half of the points back for the assignment. If it is longer than 48 hours from the due date you may earn up to ¼ of the original points.

5. Final Field Experience Project: Improve the School Community Relations at the District Level (150 points) = This project is open-ended and can be completed within your current school district or at any school district. Your goal is to simply improve the school community relations at the district level, and this project may be completed at any time throughout the course. Our text is full of practical ideas on how school community relations and communication systems can be improved at the district level. Our discussion boards will also be filled with practical ideas on how to improve school community relations at the district level. Please see the rubric below on how your project will be evaluated. Excellent examples are uploaded to the content section of D2L, but please make this your own project.

I realize that some of you will be able to actually implement an idea, and some of you will only be able to generate an idea. For example, if you choose to improve the school community relations by revamping a school policy, you may only be able to review a policy, make changes, and have a conversation about your recommendations with the superintendent/district level official. This is totally acceptable. Another example is to analyze the school’s crisis response plan, make suggested improvements, and discuss these suggested improvements with the superintendent/district level official. This is also totally acceptable. Another example is to attend a school board meeting and/or present at a school board meeting about your area of expertise and/or create a communication plan from the superintendent’s perspective. This is also totally acceptable. Hopefully, you get the point that anything that improves school community relations is acceptable. Be creative and practical!

Your final product will be a Microsoft Word document submitted to DropBox. Your entire paper should be written in APA 6th Edition Format which includes a title page (one page), body of paper (minimum of three pages and a maximum of six pages), and references (one page). The body of your paper must include a minimum of three citations from textbooks, journals, and/or professional research to support your improvement. All of your citations may come from our text if you prefer. The body of your paper must include the following headings: Explanation of Improvement to School Community Relations,
Reflection of Conversation with Superintendent/District Level Official, Conclusions and Reflections.

*All of your work must be original and may not have been used for any assignments in previous coursework.

<table>
<thead>
<tr>
<th>Category</th>
<th>30 points (Target)</th>
<th>20 points (Acceptable)</th>
<th>10 points (Developing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of Improvement to School Community Relations</td>
<td>The paper explains the improvement to school community relations and the connection to community engagement. The actual implementation of the improvement may or may not occur. The improvement is connected to the district’s mission and vision.</td>
<td>The paper satisfactorily explains the improvement to school community relations. The actual implementation of the improvement may or may not occur.</td>
<td>The paper vaguely explains the improvement to school community relations. The actual implementation of the improvement may or may not occur.</td>
</tr>
<tr>
<td>Reflection of Conversation with Superintendent/District Level Official</td>
<td>The student initiates a two-way conversation with the superintendent or district level official about the recommended improvement to school community relations. The conversation includes the advocacy for the needs and priorities of the district.</td>
<td>The student satisfactorily explains a conversation with the superintendent or district level official about the recommended improvement to school community relations.</td>
<td>The student vaguely explains a conversation with the superintendent or district level official about the recommended improvement to school community relations.</td>
</tr>
<tr>
<td>Conclusions and Reflections</td>
<td>The student explains conclusions and reflections of this final field experience project. This section explains how to engage at least one community partner.</td>
<td>The student satisfactorily explains conclusions and reflections of this final field experience project.</td>
<td>The student vaguely explains conclusions and reflections of this final field experience project.</td>
</tr>
<tr>
<td>APA Mechanics</td>
<td>The paper includes a title page and a reference page. The paper includes three level one headings.</td>
<td>The paper includes a title page and a reference page, yet these are not in proper order.</td>
<td>No title page, no reference page, no level one headings.</td>
</tr>
</tbody>
</table>
headings (these are in bold and are centered). The headings are “Explanation of Improvement to School Community Relations”, “Reflection of Conversation with Superintendent/District Level Official”, and “Conclusions and Reflections”.

Grammar
The paper has little to no errors. The paper includes three or more citations.

APA format.
There are times I will want to provide feedback, so if you submit in a format that I cannot edit (like a .pdf), you will be deducted a minimum of 10 points.

The paper has more than 20 errors.

Feedback and Turn Around Time - I will respond to your emails within 24 hours during the week. I will have limited opportunities to reply to emails over the weekend, so please call or text me at (641) 629-0200 if you need immediate assistance. You will receive feedback on any exams, papers, discussion questions or other written assignments within one week following the due dates.

Assignment Due Dates - Due dates can be found in the section below. Assignments will be corrected in one week and feedback will be sent to you through the Dropbox. The expectation of this course is that each student will complete the work associated with the course at the times noted in the syllabus. Should a student find that getting the assignment in on time would not be possible due to circumstances beyond his/her control, please contact me to make an alternative arrangement.

Grading: I begin grading assignments as soon as possible after the due dates.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Discussion Posts and Replies</td>
<td>450 points (30 pts/module)</td>
<td>Initial posts are due by midnight of the dates provided on the discuss section. Responses to two peers are due by midnight of the dates provided on the discuss section.</td>
</tr>
</tbody>
</table>
| Examples of Good Public Relations #1, #2, #3, #4 | 100 points (25 pts/reflection) | Example #1 = Due 9/3  
Example #2 = Due 10/1 |
| Examples of Unethical Public Relations #1, #2, #3, #4 | 100 points (25 pts/reflection) | Example #1 = Due 9/10  
Example #2 = Due 10/8  
Example #3 = Due 11/5  
Example #4 = Due 12/3 |
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<tbody>
<tr>
<td>Power Structure of District</td>
<td>150 points</td>
<td>The Power Structure of District is due to Dropbox by midnight on 10/15.</td>
</tr>
<tr>
<td>Reflection of Interview with DeeAnn Konrad - Community Relations Supervisor at Sioux Falls School District</td>
<td>50 points</td>
<td>Due to the discussion board on 12/7. You do not need to reply to any of the original posts.</td>
</tr>
<tr>
<td>Final Field Experience Project: Improve the School Community Relations at the District Level</td>
<td>150 points</td>
<td>The Final Field Experience Project is due to Dropbox by midnight on 12/7.</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td></td>
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</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>935 - 1000</td>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>835 – 934</td>
<td>84-93%</td>
<td>B</td>
</tr>
<tr>
<td>735 – 834</td>
<td>74-83%</td>
<td>C</td>
</tr>
<tr>
<td>635 – 734</td>
<td>64-73%</td>
<td>D</td>
</tr>
</tbody>
</table>

Written work will be graded for being submitted on time, grammatical correctness, clarity of thought, evidence of analysis, depth of understanding, and evidence of reflective thinking.

**VII. Academic Misconduct** - All submitted work runs through Turnitin. No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

A. Given a zero for that assignment.  
B. Allowed to rewrite and resubmit the assignment for credit.  
C. Assigned a reduced grade for the course.  
D. Dropped from the course.  
E. Failed in the course  

As stated in the Student Code of Conduct, the integrity of the University community is contingent upon fulfillment of a trust—that the members of the student body will engage in
reasonable behaviors to promote and protect the educational environment. Plagiarism is defined as, but not limited to, the following: the use of paraphrasing or direct quotation of published or unpublished work of another person without full and clear acknowledgement and the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A student found to have engaged in an act of academic dishonesty is subject to the processes detailed on the portal. Refer to the Student Handbook for consequences of academic dishonesty: http://www.usd.edu/studentserv/handbooks/studenthandbook.pdf.

VIII. Freedom in Learning - Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the School of Education at (605) 677-5437 to initiate a review of the evaluation.

IX. Diversity - USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity at http://www.usd.edu/diversity-and-inclusiveness.

X. Disability Services - Any student who feels he or she may need academic accommodations or access accommodations based on the impact of a documented disability should contact and registrar with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact:

Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605) 677-6389
www.usd.edu/ds; dservices@usd.edu