



**The University of South Dakota
Division of Educational Administration
EDAD 740-School Community Relations**

Fall 2009

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Class Time: TBA--Online
Location: Online through Desire to Learn (D2L)
Office Hours: Wednesdays 5:00-7:00 p.m. by D2L, phone, or Elluminate

I. Course Description

This course will prepare educational leaders for communication processes with internal and external stakeholders. Marketing and planning processes that influence the educational community will be examined.

II. Rationale

School Community Relations is a graduate course designed to introduce educational leaders to resources and skills for building effective communications. The principles, processes, and problems of educational public relations are investigated and a variety of contemporary approaches are examined. The course is designed for both leaders of public schools and higher education. The course has two primary components to address both internal and external communications--internal strategic planning and external communications between education and the community.

The course assumes that students will be practicing educational leaders, either currently or in the near future. As class member experiences in education and career goals of members are assessed, the course will include examples of educational administration in a variety of settings, in the K-12 and higher education environments. The problem solving focuses in strategic planning and education/community communication conflicts of the course shares and extends a knowledge base with related courses in human resource administration, politics in education, organizational behavior, educational philosophy, organizational change and technology in society. The real essence of a dynamic public relations program lies in citizen cooperation and involvement in affairs of the educational organization--at the heart of a dynamic and continuing strategic planning process.

The USD Reflective Decision-Making (RDM) model for preparing educators provides a framework as follows for supporting the School of Education professional programs: 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 upon theoretical and professional knowledge. RDM requires leaders to have the courage to face the real problems facing

education in a complex information age, and the knowledge and skills gained from research and experience to address current and emerging needs.

III. Textbooks

The textbooks adopted for this course:

Gallagher, D.R. Bagin, D., and Moore, Ed.H. (2007). *The School and Community Relations* (9th ed.). Boston, MA: Allyn and Bacon. ISBN 9780205509065.

Henderson, A.T., Davies, D., Johnson, V.R., Mapp, K.L., & Johnson, V. (2007). *Beyond the bake sale : The essential guide to family/school partnerships*. The New Press. ISBN - 13: 9781565848887.

Choose one of the following:

Duetschman, A. (2008). *Change or die: The three keys to change in work and in life*. Harper Collins. ISBN-13: 978006373671.

OR

Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. Wiley, John & Sons. ISBN-13: 9780787988821.

A webcam with audio or a microphone is also required for this course. The webcam and microphone will be utilized in three chat sessions throughout the semester. You will have two synchronous Elluminate Live sessions you are expected to attend on Sept. 16, 7-8:30 p.m CST, Oct. 14, 7-8:30 p.m. CST and Nov. 18 6-7:30 p.m. or 8-9:30 p.m.CST.

These texts are available through Barnes and Nobel at USD. You can contact them at bn@usd.edu or by going to their website at <http://usd.bkstore.com> to make your order of the book. They can also be reached at (605)-677-6291. To make an order they will need:

1. Your name
2. Your mailing address (street address for UPS shipping)
3. A daytime telephone number where you can be reached.
4. Your credit card number and expiration date.
5. The course number (EDAD 740)

IV. Course Objectives and Outcomes

This course is designed to enable students to:

Objective / Outcome	Standards Code	Assessment
1. Develop an understanding on how community relations programs should	ELLC 1.2c; 2.1a; 3.2c; 4.1a; 4.1b;	Marketing Plan Online Discus

<p>be developed, the ingredients that go into them, and the ends toward which they should be directed.</p>	<p>4.1c; 4.2a; 4.2b; 4.2c; 4.2d; 4.2e; 4.3c</p>	<p>Book Review</p>
<p>2. Gain an appreciation of the necessity to use reflective decision-making processes (courage to face the really difficult issues and to be steady in using academic and research knowledge for addressing them) to establish communications between school and the community and to increase involvement in the affairs of the school and other educational organizations.</p>	<p>ELLC 4.1a; 4.1b; 4.1c; 4.2a; 4.2b; 4.2c; 4.2d; 4.2e; 5.1a; 5.2a; 6.1 g; 6.2c; 6.3a</p>	<p>Online discussions Marketing Plan Book Review</p>
<p>3. Identify and analyze the primary controversial issues which face and will continue to impinge on educational organizations, practicing efficient and effective communication for building public trust, increasing individual courage to face the controversies, and gain skill in the use of interpersonal, philosophical, political, and technological tools for quality communication.</p>	<p>ELLC 1.2 a 1.2b; 1.2c; 1.3a; 1.3b; 4.1a; 4.1b; 4.1c; 4.1d; 4.1e; 4.1g</p>	<p>Marketing Plan Online discussions Book Review</p>
<p>4. Describe how the increase in school publications, television programs, lay advisory committees, school-made motion pictures, special events and various types of exhibits have been stimulated by the cultural changes in society and the emergence of new and critical problems.</p>	<p>ELLC 4.1c; 4.1h; 5.1a; 5.2a; 6.2c; 6.1 g; 4.3a; 4.3b; 4.3c</p>	<p>Online discussion Marketing Plan Book Review</p>
<p>5. Identify effective processes for increasing the inclusion of underrepresented groups in education public relations, assuring that all parts of the education organization publics have access to influence, as well as clear information on goals and outcomes of educational initiatives.</p>	<p>ELLC 1.1c; 1.2a;.1.2c; 4.3a; 4.3b; 4.3c; 6.2c; 6.1g</p>	<p>Online Discussions Book Review</p>

V. Technology Requirements

Students will need to have a computer that is accessible to the Internet and has Microsoft Office installed. Students should also have Adobe Acrobat Reader installed on their computer. This is a free download at www.adobe.com. Web CT will be the course management system that is utilized during the semester. Students will need to have a user id and password from the University of South Dakota. If you do not have a user id or have any technology questions throughout the semester please contact the student help desk at (605) 677- 5028 or e-mail helpdesk@usd.edu. It is also advisable for students to download Javascript at www.java.com. In addition students need to have access to a microphone that is good working condition and is compatible with the computer they are using. It is also advisable that students taking this course and other courses for the online degree in EDAD purchase and have an operational a webcam.

VI. Student Support Services

Students can find further information about student services such as registration, library services, financial aid, etc., at <http://www.usd.edu/ce/StudentServices/>.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

- A. Distance Experiences
 1. Online lecture/discussion will be used extensively throughout the course utilizing power point, chapter summaries and some video.
 2. Guest presenters may be invited to share their expertise through the use of chat room or video.
 3. Examples of various technologies and instructional materials may be demonstrated throughout the course.
 4. Student interaction and participation in the online environment is critical to the success of the learning experience.

- C. Clinical Experiences
 1. Group discussion and project work will be used throughout, specifically during the discussion board, and online chats.
 2. Students will be able to share the experiential learning from their individualized learning projects.

- D. Field Experiences:
 1. Where possible, the course will allow students to visit each other face to face.
 2. Through individualized learning projects and goals students will be able to engage in a variety of field-based activities, e.g., discussing with professionals, learning about professional organizations, attending workshops, making field visits, etc.

VIII. Course Requirements and Assessment

A. Course Requirements

The final grade will be made up of several elements as follows:

<u>Assessment</u>	<u>Percentage</u>	<u>Points</u>
Marketing Plan	25%	250 Points
Book Review	20%	200 Points
Elluminate Live Sessions	15%	150 Points
Online Discussion	40%	400 Points

Online Participation / Discussion Board: Students are expected to read and be prepared for each online module with several thoughts and ideas from the assigned readings, to related information / materials to share, to contribute to discussions, and to interact with class members. The interactive discussion will involve working in small groups making an original posting to the instructor's posting in D2L. This posting should occur by Friday evening of each week. Each week by Sunday evening each class member should post responses to two peers for each of the instructor's prompts. Students should plan to spend approximately two to three sessions interacting in discussions of the text and major articles. Each student will be awarded points for online discussion participation for each module. There will be thirteen modules with online participation or discussion board components.

Elluminate Live Sessions: Students are also expected to participate in three Elluminate Live sessions during the semester. The Elluminate sessions are schedules for September 16, October 14, and November 18. The Elluminate sessions on September 16 and October 14 will take place at 7-8:30p.m. CST. The Elluminate Session on November 18 will take place at 6-7:30 p.m. CST for those students who chose to read the book *Change or Die*. If students chose to read the book *The Six Secrets of Change* the Elluminate Session will take place at 8:9:30 p.m. CST. Each Elluminate session will be awarded 50 points.

Marketing Plan: Each student will develop a marketing plan which addresses an issue of the student's choice and that has a direct effect on daily administration of the school or educational institution. Put yourself in the position of a school administrator who is facing the pressures of a community, state or national issue that needs specific communication to various audiences. Examples of these include the areas of; school elections for opt outs or building projects, school redistricting or reorganization, extra curricular activities, school safety and security, school achievement, etc... Students are encouraged to address an issue that involves their current professional role. Students can work in collaborative groups for this project. This paper is to be double spaced, a 12 point font is to be utilized and APA style. The marketing plan will be due on December 11.

Book Review: Students will be expected to select one of the following books to read *Change or Die*, or *The Six Secrets of Change*. Students will be asked to analyze the suggestions of the authors and the potential impacts of the book on school community relationships. The review will take place in the form of a blog. The actually blog guidelines will be introduced as part of the October

14th Elluminate Live Sessions. Students will be expected to submit a 5-8 substantial blog entries as they are reading. Students will also be expected to participate in a Elluminate Live session with the other students in the course who have reviewed the same book. The Elluminate session is scheduled Nov. 18 at 6-7:30 p.m. CST for those students who chose to read *Change or Die*. The Elluminate Session for students who chose to read *The Six Secrets of Change* is scheduled for 8-9:30 p.m. CST on November 18. All blog entries will be due on Nov. 17.

B. Instructor Feedback, Grading Scale and Criteria

Instructor Feedback: All feedback from the instructor will happen electronically. The instructor will monitor the discussion board weekly to look at the integrity and professionalism of the postings of the class participants. The instructor will only occasionally post responses in the discussion board. Feedback for all other assignments will occur in the form of a point sheet, rubric or comments that are inserted on the actually document submitted by the student. These feedback forms will be e-mailed back to the learner no sooner than two weeks after the assignment is submitted. The course grade will be posted in Desire to Learn one week after the completion of the course.

Grading Scale: The scale presents the final course grade.

<u>Grade</u>	<u>Points</u>
A	920-1000
A-	900-920
B+	880-899
B	821-879
B-	800-820
C	700-799
D	600-699
F	0-599

Grading Criteria: Assignments must demonstrate grasp of the course concepts and techniques at the graduate level. All student work must exhibit the following quality indicators to be acceptable (rework arrangements may be made if it is not). The paper or instructional product should:

- address the content/task appropriately within the context of the course's concepts and techniques.
- demonstrate critical reasoning or higher order mental engagement with the content or task (e.g., application, analysis, synthesis, and evaluation).
- show creativity, originality, self-direction, and initiative in assignment selection and execution.
- clearly organize ideas and concepts, and communicates them effectively.
- exhibit the stylistic requirements of graduate work (e.g., utilize APA style, word-processed and meets length, format, citation, writing, grammar, and spelling standards).

- (for a group assignment) demonstrate the added effort and synergy created through collaboration with others (noting individual contribution in a short statement).

IX. Bibliography

The knowledge bases that support course content and procedures include the following:

A. Contemporary References (1990-2000) for Class Reaction Presentations

Barth, R. (1990). Improving schools from within. San Francisco: Jossey-Bass.

Blake, P. (1993). *School-business partnerships: A win-win proposition*. NASSP Bulletin, 77(554), 28-32.

Drucker, P. (1995). Managing in a time of great change. New York: Truman Talley Books.

Drucker, P. (1993). Post-Capitalist society. New York: Harper-Collins.

Drucker, P. (1990). Managing the nonprofit organization. New York: Harper-Collins.

Elam, S. M., Rose, L. C., & Gallup, A. M. (1995). *The twenty-seventh annual gallup/Phi Delta Kappa poll of public attitudes toward education*. Phi Delta Kappan, 77, 41-56.

Fertman, C., 1993. *Making school/community-agency collaboration work*. Education Digest, 58(9), 58-62.

Glasser, W. (1992). The quality school. New York: Harper Perennial.

Goble, N. (1993). *School-community relations: New for the '90s*. Education Digest, 59(4), 45-48.

Improving school/community relations. (1994). Instructor, 103(5), 12.

Hirsch, Jr., E.D. (1996). The schools we need & why we don't have them. New York: Doubleday.

Kidder, Tracy (1990). Among school children. New York: Avon Books.

Kozol, J. (1991). Savage inequalities: Children in America's schools. New York: Crown.

Mathews, D. (2006). *Reclaiming Public Education by Reclaiming our Democracy*. Dayton, OH: Kettering Foundation.

Mathews, D. (1996). *Is There a Public for Public Schools?* Dayton, OH: Kettering Foundation.

Manatt, R. (1995). When right is wrong. Lancaster, PA: Technomic Publishing.

Moncrief, C. (1991). *Home-school relations and the empowerment process*. Elementary School Journal, 91(3), 261-69.

- National Center for Educational Statistics (1996). The condition of education 1996. Washington, D.C.:U.S. Department of Education.
- Newmann, F. & Wehlage, G. (1995). Successful school restructuring. Madison, WI: University of Wisconsin.
- Parsons, S. (1999). *Transforming Schools into Community Learning Centers*. Larchmont, NY: Eye on Education.
- Price, R. H. (1993). *Webs of influence: School and community programs that enhance adolescent health and education*. Teachers College Record, 94,(3), 487-523.
- Scott, C., Jaffe, D., & Tobe, G. (1993). Organizational vision, values, and mission. Menlo Park, CA: Crisp Publications.
- Sergiovanni, T.J. (1991). Value-added leadership. San Diego, CA: Harcourt Brace Jovanovich, Publishers.
- Van Meter, E. J. (1993). *Setting new priorities: Enhancing the school-community relations program*. NASSP Bulletin, 77(554), 22-27.
- Warnock, M. M. (1992). *After-school childcare: Dilemma in a rural community*. Children Today, 21(1), 16-19.
- Wick, J. & Gose, K. (1994). Improving student performance in your school. Dubuque, IA: Kendall/Hund Publishing.
- Williams, E. (1993). Shaken, rattled and rolled into action. Times Educational Supplement, 0040-7887, (4004), S2-3.

B. Classic References (Prior to 1990) for Class Reaction Presentations

- Bennis, W. & Nanus, B. (1985). Leaders. New York: Harper & Row.
- Bennis, W. (1989). On becoming a leader. Reading, MA: Addison-Wesley Publishing..
- Covey, S. (1989). The seven habits of highly effective people. New York: Fireside.
- Drucker, P. (1985). Innovation and entrepreneurship. New York: Harper & Row.
- Hoyle, J., English, F. & Steffy, B. (1985). Skills for effective school leaders. Arlington: American Association of School Administrators.
- Lewis, A. (1989). Restructuring America's schools. Arlington: American Association of School Administrators.
- Nathan, J. (1989). Public schools by choice. St. Paul, MN: Institute for Learning and Teaching.

C. Key Journals

1. Public Relations Journal
2. Public Relations Quarterly
3. NSPRA Impact
4. Community Education Journal
5. Clearing House
6. The School Administrator
7. Education Week
8. Phi Delta Kappan
9. Journal of Educational Administration
10. Educational Leadership
11. Nation's Schools
12. NASSP Bulletin
13. American School Board Journal
14. Bulletin of the National Secondary School Principals
15. Change
16. Journal of Higher Education
17. Review of Higher Education

X. Course Schedule and Policies

A. Tentative Course Schedule

Tentative Schedule			
Week	Topics	Readings	Assignments
Module 1 (Aug. 31 - Sept. 6)	Introduction Course Overview Public Relations What is it and why do we do it?	Welcome Letter Course Syllabus Gallagher, (1 and 2)	<ul style="list-style-type: none"> ▪ Self Introduction ▪ Online Discussion
Module 2 (Sept. 7-13)	Understanding Communication	Gallagher (3)	<ul style="list-style-type: none"> • Online Discussion
Module 3 (Sept. 14-20)	School Governance and Public Relations Illuminate Live session Sept. 16 at 7:00-8:30 p.m. CST)	Gallagher (4 and 5)	<ul style="list-style-type: none"> ▪ Online Discussion
Module 4 (Sept. 21-Sept. 27)	Communicating with Internal Publics	Gallagher (6 and 7)	<ul style="list-style-type: none"> ▪ Online discussion
Module 5 (Sept. 28-Oct. 4)	Communication with External Publics	Gallagher (8 and 11)	<ul style="list-style-type: none"> ▪ Online discussion
Module 6 (Oct. 5-Oct. 11)	Building Meaningful School Partnerships I	Beyond the Bake Sale Part I	<ul style="list-style-type: none"> ▪ Online discussion
Module 7 (Oct.12-Oct. 18)	Building Meaningful School Partnerships II Illuminate Live session Oct. 16 at 7:00-8:30 p.m. CST)	Beyond the Bake Sale Part II	<ul style="list-style-type: none"> ▪ Online discussion
Module 8 (Oct 19-25)	Building Meaningful School Partnerships III	Beyond the Bake Sale Part III	<ul style="list-style-type: none"> ▪ Online discussion
Module 9 (Oct. 26-Nov. 1)	Preparing Published Materials Schools and Online Communications	Gallagher (13 and 14)	<ul style="list-style-type: none"> ▪ Online discussion

which may include dismissal and other serious actions by the university.” No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may 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.
2. Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
3. Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register 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.

4. It is okay to have fun! Students are encouraged to enjoy their own graduate education – their learning experiences, their peer learners, and even the instructor!