Course Information:

**Course Number:** EDA 6215

**Course Title:** School and Community Relations

**Prerequisite(s):** Fully admitted

**Course Credit:** 03

**Course Hours:** 3 hours

**College:** Education

**Department:** Educational Leadership and Human Services

**Faculty Name:** Dr. Patricia Green-Powell

**Term and Year:** Summer 2010

**Place and Time:** 103-A Gore Educational Center

**Office Location:** 316-A, GEC

**Telephone:** (850) 599-3483

**e-mail:** patricia.greenpowell@famu.edu

**Taskstream Course Code:** Su2010PGP


**Supplies:** APA Writing Manual 6th Edition

**Office Hours:**
- Monday: 10:00-12:00
- Tuesday: By Appt.
- Wednesday: By Appt.
- Thursday: 12:00-5:00pm
- Friday: By Appt.
- Saturday: EDA 6215

**Course Description**

Explores face-to-face strategies, conventional tools, technological avenues and other mass media processes for establishing and continuing constructive relationships with faculty, staff, parents, and other significant members of the community involved with schools. The course also examines the working relationships with school boards and ways to avoid common obstacles to positive working relationships. Techniques for agenda formation and meeting strategies will also be explored.

**Course Purpose**

The major purpose of this course is to study of the philosophy, principles, practices, and agencies and organizations involved in or influencing school community programs and initiatives. Special attention is focused on the role of school and community leaders in planning and implementing system-wide and building-level communications and involvement networks. This course will address the identification and utilization of community resources and the creation of family engagement partnerships, community linkages, and collaborative efforts to provide for the educational, cultural, health, lifelong learning, vocational, and out-of-school needs of students and citizens in a community.

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge  (S)=Skill  (D)=Disposition
**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

![Conceptual Framework Diagram](image)

**DIVERSITY**
- CF 1
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 1.1 (K)</th>
<th>Understand diverse backgrounds of individuals.</th>
</tr>
</thead>
</table>

**CRITICAL THINKING**
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 4.5 (S)</th>
<th>Demonstrate the use of higher order thinking skills.</th>
</tr>
</thead>
</table>

**URBAN/RURAL EDUCATION**
- CF 6
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 6.3 (K)</th>
<th>Understand the conditions of both rural and urban students and families.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
</tr>
</tbody>
</table>

**Overall Goals of the Course**

This course emphasizes the importance of designing public relations programs around the needs and problems of the school and its special publics. This course will highlight current developments and concepts regarding school and community relations, such as essential considerations of public relations, relations with special publics, communication tools, and evaluation of public relations programs.

**Specific Behavioral Objectives**

At the completion of this course, students will be able to:

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge   (S)=Skill    (D)=Disposition

Approved/Revised 10/30/07
1. Establish a vision and goals for proactive leadership in schools, school districts, and agencies to encourage a more responsive school system that serves all students efficiently and equitably.
2. Demonstrate an understanding of the importance of an effective public relations program in the school setting.
3. Demonstrate an understanding of how to apply the theoretical foundations of public relations to the school setting.
4. Demonstrate an understanding of how to conduct a needs assessment.
5. Demonstrate an understanding of how to analyze community and district power structures, and identify major opinion leaders and their relationships to school goals and programs.
6. Demonstrate an understanding of the communication process in working with both internal and external publics as well as with handling a crisis.
7. Demonstrate an understanding of how to effectively utilize various communications tools in promoting positive school community relations.
8. Demonstrate the ability to identify strategies for developing a successful school community relations program for a school or other educational agency.
9. Demonstrate the ability to evaluate a school community public relations program of a school or other educational agency.
10. Demonstrate an understanding of communicating with people of different cultures and ethnic backgrounds including individuals with disabilities.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>Program Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Profile.</strong> The student will develop a profile for a poor performing (Letter grade of D or F) school and should include information about the community, student population, the faculty, and any other factors to include painting a complete picture of the school.</td>
<td>Establish a vision and goals for proactive leadership in schools, school districts, and agencies to encourage a more responsive school system that serves all students efficiently and equitably. Demonstrate an understanding of how to apply the theoretical foundations of public relations to the school setting. Demonstrate an understanding of communicating with people of different cultures and ethnic backgrounds including individuals with disabilities.</td>
<td>2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</td>
</tr>
<tr>
<td><strong>Media Campaign.</strong> Students will identify a particular need or needs of a school and design a media campaign to address</td>
<td>Demonstrate an understanding of how to apply the theoretical foundations of public relations to the school setting.</td>
<td>3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. 5.0: This standard addresses the educational leader’s role as the “first citizen” of the school/district community. Educational leaders should set the tone for how employees and students interact with...</td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  (S)=Skill  (D)=Disposition
<table>
<thead>
<tr>
<th>Identified needs.</th>
<th>one another and with members of the school, district, and larger community. The leader’s contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/ district community/ Educational leaders must act as advocates for all children, including those with special needs who may be underserved.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Printed Materials:</strong> Prepare an informational newsletter for your school. This should be a multi-page newsletter or brochure or Design a school web page for your school. It does not need to be a working link, but should be designed and laid out as it would appear online.</td>
<td><strong>5.0:</strong> This standard addresses the educational leader’s role as the “first citizen” of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader’s contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/ district community/ Educational leaders must act as advocates for all children, including those with special needs who may be underserved.</td>
</tr>
<tr>
<td><strong>Demonstrate an understanding of how to conduct a needs assessment.</strong></td>
<td><strong>Demonstrate an understanding of how to analyze community and district power structures, and identify major opinion leaders and their relationships to school goals and programs.</strong></td>
</tr>
<tr>
<td><strong>Demonstrate an understanding of how to conduct a needs assessment.</strong></td>
<td><strong>Demonstrate an understanding of the communication process in working with both internal and external publics as well as with handling a crisis.</strong></td>
</tr>
<tr>
<td><strong>Demonstrate an understanding of how to conduct a needs assessment.</strong></td>
<td><strong>Demonstrate an understanding of the communication process in working with both internal and external publics as well as with handling a crisis.</strong></td>
</tr>
<tr>
<td><strong>Demonstrate an understanding of how to analyze community and district power structures, and identify major opinion leaders and their relationships to school goals and programs.</strong></td>
<td><strong>Demonstrate an understanding of how to effectively utilize various communications tools in promoting positive school community relations.</strong></td>
</tr>
<tr>
<td><strong>Demonstrate an understanding of how to conduct a needs assessment.</strong></td>
<td><strong>Demonstrate the ability to identify strategies for developing a successful school community relations program for a school or other educational agency.</strong></td>
</tr>
<tr>
<td><strong>Printed Materials:</strong> Prepare an informational newsletter for your school. This should be a multi-page newsletter or brochure or Design a school web page for your school. It does not need to be a working link, but should be designed and laid out as it would appear online.</td>
<td><strong>5.0:</strong> This standard addresses the educational leader’s role as the “first citizen” of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader’s contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/ district community/ Educational leaders must act as advocates for all children, including those with special needs who may be underserved.</td>
</tr>
</tbody>
</table>

**F**=Florida Educator Accomplished Practices Standards (FEAPS)  
**I**=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  
(S)=Skill  
(D)=Disposition  

*Approved/Revised 10/30/07*
I reserve the right to make changes to the EDA 6215 Course Syllabus at anytime during the semester.

**National and State Standards Addressed in the Course**

National Policy Board for Educational Administration-Standards for Advanced Programs in Educational Leadership

**Teaching Methods**

The teaching methods for this course may include:

- Case Scenarios/Case Studies
- Lecture
- Socratic Dialogue
- Guided Discussion
- Working in Teams

**Course Evaluation**

Evaluation in the course will be based on professional attitude, competence in the language arts, attendance, class participation, written and oral assignments, readings, examinations, and projects. The quality of the work you submit in consideration of a grade counts. Grades are determined by the quality of student performance.

**Grading Scale:**

- A=100-90
- B=89-80
- C=79-70
- D=69-60
- F=Below 60

**Scoring Rubric**

**Favorable** performance is exemplified in outcomes (products) that exceed or meet established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to outcomes (products), which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.

**Acceptable** performance is exemplified in outcomes (products) that approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to outcomes (products), which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.

**Marginal** performance is exemplified in outcomes (products) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to outcomes (products), which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-70.

**Unacceptable** performance is exemplified in outcomes (products) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to outcomes (products), which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association. 

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge  (S)=Skill  (D)=Disposition

Approved/Revised 10/30/07
Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

**Grading**

Grading Rubric listed in Taskstream

**Course Policies**

I reserve the right to change/alter the contents of this syllable without prior notice. All assignments submitted for consideration of a grade are to be word processed and are due on the date specified by 11:15am. A substantial penalty (20%) will be assessed for all assignments not turned in on the specified date. Plagiarism is unethical and unacceptable. Essays, papers, test and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged.

Supervisory responsibilities for teachers and administrators are a part of public education.

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

**Tentative Course Calendar**

The following chapters will be covered on the dates listed below. It is important to complete all reading assignments prior to class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignment</th>
</tr>
</thead>
</table>
| May 15, 2010 | Welcome  
Discussion of Readings Chapter 1-3  
Assignment: Read Chapters 4-6 |
| May 22, 2010 | Readings: Article: TBA  
Class Discussion: Chapter 6-The Communication Process  
Assignment-Needs Assessment |
| May 29, 2010 | Readings: Case Study: TBA  |
| June 5, 2010 | Readings: Chapter 7 & 8 - Communicating with Internal Publics/External Publics  
Readings: Chapter 9 - Getting Ready for a Crisis  
Article Discussion  
Assignment: School Profile Due-11:15am |
| June 12, 2010 | Readings: Chapter 10 – Communication About School Services Special Events  
Case Scenario: TBA  
Readings: Chapter 11- Working with Press |

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  
(S)=Skill  
(D)=Disposition

Approved/Revised 10/30/07
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings:</th>
<th>Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 19, 2010</td>
<td>Chapter 12 – Radio, Television, Exhibits, and Presentations</td>
<td>Print Materials Due Due-11:15am</td>
</tr>
<tr>
<td></td>
<td>Case Scenario: TBA</td>
<td></td>
</tr>
<tr>
<td>June 26, 2010</td>
<td>Chapter 13 – Schools and Online Communication</td>
<td></td>
</tr>
<tr>
<td>July 3, 2010</td>
<td>Out of Class Assignment</td>
<td>Media Campaign Due Due-11:15am</td>
</tr>
<tr>
<td>July 10, 2010</td>
<td>Chapter 14 – Preparing Published Material</td>
<td>Media Campaign Presentations</td>
</tr>
<tr>
<td>July 17, 2010</td>
<td>Chapter 15 – Conducting Campaigns</td>
<td>Media Campaign Presentations</td>
</tr>
<tr>
<td>July 24, 2010</td>
<td>Chapter 16 &amp; 17 – School Public Relations and the School Choice Challenge and Assessment of the Program</td>
<td>Media Campaign Presentations</td>
</tr>
<tr>
<td>July 31, 2010</td>
<td>Chapter 16 &amp; 17 – School Public Relations and the School Choice Challenge and Assessment of the Program</td>
<td>Media Campaign Presentations</td>
</tr>
</tbody>
</table>

Note: This is a tentative course outline and subject to change by the instructor. Course requirements are also subject to change.
F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge    (S)=Skill    (D)=Disposition

Approved/Revised 10/30/07
References


F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge  (S)=Skill  (D)=Disposition

Approved/Revised 10/30/07
Wallace, Mark L. (Summer, 2000). *Working with media outlets to communicate with the public.*

*New Directions for Community Colleges,* p41-49.


---

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

*Approved/Revised 10/30/07*