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**WESTERN KENTUCKY UNIVERSITY  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,  
LEADERSHIP, AND RESEARCH**

**EDAD 682  
SCHOOL-COMMUNITY RELATIONS**

**Three Semester Graduate Hours**

**Spring 2009**

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**Pre-requisites**

None

**Catalog Description**

Background, need, and techniques for establishing a wholesome working relationship with laymen, with an emphasis on their involvement in school programs.

**Purpose**

The purpose of this course is to provide students with the means of obtaining public support for schools through the utilization of communication principles and resources.

**Course Description**

The course focuses on effective school and community relations with an emphasis on the theory and practices of building exemplary quality relations between the school, parents, business/industry and the community.

**Course Objectives**

As a result of active participation and successful completion of course requirements, students will be able to:

- Describe an effective school-community relations plan.
- Explain what roles all staff members play in school-community relations.
- Describe ways to enhance the role of parents in their children’s education.

- Describe various methods for communicating with internal and external publics.
- Articulate the importance of sensitivity to various publics in a pluralistic society.
- Describe various techniques for assessing public opinion.
- List several methods for obtaining information about a community.
- Demonstrate the ability to communicate effectively with the general public and media regarding matters related to the schools.
- Demonstrate understanding of the policy processes and political influences in decisions affecting schools.

The following standards will be included:

Interstate School Leaders Licensure Consortium (ISLLC):

1.1, 1.5, 1.10, 2.1, 2.4, 3.18, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 5.10, 6.2, 6.3, 6.5.

KERA Initiatives:

SBDM council, CATS

EPSB Themes:

Code of Ethics, Diversity, Leadership

Standards and Indicators for School Improvement (SISI):

1, 4, 5, 7.

Critical Success Factors (CSF):

1, 6, 7, 12

### **Course Topics**

This course is a study in communicating with educational publics, public relations and the politics of educational decision-making. It is essential that school administrators and teachers have reciprocal and open lines of communication between themselves and among the lay public that they serve. Topics to be addressed include, but are not limited to the study of internal and external publics, public opinion, pressure groups, criticism, conflict, changing society, politics, current events, and use of the media.

### **Course Requirements**

- Complete all the required readings
- Class attendance, participation, active involvement in discussions, and completion of class activities
- Paper assignment: School-Community Partnership
- Paper assignment: Articles
- Successfully complete all examinations

### **Recommended Text and Materials**

Bagin, D., Gallagher, D. R., & Moore, E. H. (2008). *The school and community relations*. (9<sup>th</sup> ed.) Boston: Pearson.

### **Bibliography**

Bagin, D., Gallagher, D. R., & Moore, E. H. (2008). *The school and community relations*. (9<sup>th</sup> ed.) Boston: Pearson.

Hughes, L., & Hooper, D., (2000). *Public relations for school leaders*. Needham Heights, MA.: Allyn and Bacon.

Kowalski, T., (2004). *Public relations in schools*. Columbus: Pearson.

### **Suggested Reading List**

Broom, G., & Dozier, D., (1999). *Using research in public relations*. Boston: Pearson.

Covey, Stephen R., (1989). *The 7 habits of highly effective people*. New York: Simon & Shuster.

McCarthy, S. J. (2000). Home-school connections: A review of the literature. *Journal of Educational Research*, 93, 151.

Pawlas, G., (1999). *The administrator's guide to school-community relations*. (2<sup>nd</sup> ed.). Princeton Junction, N. J.: Eye on Education.

Sanders, M. G., (2001). The role of "community" in comprehensive school, family, and community partnership programs. *The Elementary School Journal*, (2001). Vol. 102, 1.

Swick, K. J., (2003). Communication concepts for strengthening family-school-community partnerships. *Early Childhood Education Journal*, 30, 3.

Villa, C., (2003). Community building to serve all students, *Education*, 123, 4.

York-Barr, J., (1997). Book Reviews. *Remedial & special education*, 18, 4.

### **Course Organization and Expectations**

This course is designed on the assumption that learning is something that we as adult learners actively engage in by choice, have a commitment to, and accept a responsibility for. The format of the class will be that of a community of scholars, each with their rights and responsibility of membership. Differing perspectives and opinions will not only be tolerated but also encouraged.

### **Teaching Methods**

This course relies heavily on in-class discussion, discussant lecturing, group work, written work, and projects/papers demonstrated and evaluated in class. Focus will be upon active engagement as adult learners.

### **Grading/Evaluation**

Assessment will be based on the evaluation of student's attainment of course objectives through their attendance and participation in class discussion and activities, and completion of written assignments, projects and assessments.

Students will be given an opportunity to revise and resubmit work that does not meet acceptable

standards for a “C” (Exception: Exams). No grade higher than a “C” may be earned on a resubmitted paper.

An incomplete will result in a final grade no higher than a “B” upon completion of all requirements.

All work will be due on the date specified by the instructor. Ten points will be deducted for each day work is turned in after the due date.

More than one absence from class, lack of participation in class activities, or failure to complete non-graded assignments will adversely affect the student’s final grade for the course. The professor will decide consequences of class absences on an individual bases.

The following grade scale will be used:

A = 90 - 100

B = 79 - 89

C = 75 - 78

### **Assignments**

#### **EDAD 682 Critical Performance**

##### **Interstate School Leaders Licensure Consortium (ISLLC) Assessed: Standard 4**

**Purpose and Use Statement:** This critical performance is an evaluation of ISLLC Standard 4: *A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.* Completion and uploading of this performance into the Electronic Portfolio System is a requirement for a passing grade for EDAD 682.

**Graded Product:** School-Community Relations Partnership Plan

**Additional Materials/Resources Needed:** None

**Task:** The student will develop a school-community relations partnership plan for their school/district based on an identified need. The following criteria must be met:

1. Uses current demographics to identify, prioritize, and select school/district-community need(s).
2. Justifies the selection of the agency/business partner.
3. Describes how the partnership could benefit both parties.
4. Develops a detailed plan, which includes the planning, implementation, evaluation processes and two-way communication, and involvement and participation of community members.
5. Uses APA style.

6. Uses proper writing mechanics and procedures.

**Performance Criteria: See rubric**

The paper is not to exceed ten (10) pages, not including the title page and the reference page. See writing instructions below.

These Websites may be helpful:

<http://www.census.gov/epcd/cbp/view/cbpview.html>

<http://quickfacts.census.gov/gfd/states/21/21059.html>

**Article**

Read one (1) article pre-approved by the professor. The article is to address an aspect of school-community relations. Articles may only come from journals and must be at least three pages in length. The following sources **are not** to be used: online newspapers, on-line newsletters, Education Digest, or newspapers.

Write a paper on each article adhering to the following format: (1) bibliographic information, (2) summary of the article, (3) short description of the usefulness of the article, and (4) attach a copy of the article. The paper should not exceed three (2) pages excluding the title page and the author(s) may be quoted only one time.

**Exams**

The exams will cover content addressed in class, handouts, and assigned readings.

**Readings**

Students are expected to read all required reading assignments and be prepared for class discussions. Also, students are to review the course bibliography and suggested reading list for information that is appropriate to their projects and class discussions.

Additional feedback is available per requests. The instructor is not allowed by law to reply in any detail using E-mail, unless permission is given via the student's written signature (this is to protect the student's privacy as E-mail is not a private form of communication). The student may read, print, sign, and send a statement such as: "I give my consent to the instructor to discuss my course grades with me via E-mail. Or "I prefer the following method for discussion of my grades (a phone call or I will pick up documents)." The student is responsible for requesting clarification on any assignment(s) about which he/she has questions.

Graduate students are expected to express ideas logically, both orally and in writing. Unless instructed otherwise, written materials should be word-processed in 12- point font, Times Roman, double-spaced, 1.25" left/right margins, 1.0" top/bottom margins. Only headings, titles, etc., are to be in bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless pre-approved by the instructor. All materials should be proofed for accuracy. In accordance with the policies of the Department of Educational Administration, Leadership, and

Research APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct.

Assignments will be submitted either electronically or as hard copy as instructed by the professor. All electronic submissions are to be as a Microsoft Word document.

Any materials submitted in a non-digital format must be retrieved no later than the 30<sup>th</sup> calendar day of the subsequent academic semester or they will be destroyed.

### **Attendance and Participation**

Research clearly indicates that class attendance and participation are integral factors in student learning. Students are expected to attend and participate in all class sessions having read and prepared materials assigned for the class. More than one absence from class, lack of participation in class activities, or failure to complete non-graded assignments will adversely affect the student's final grade for the course. The professor will decide consequences of class absences on an individual bases.

There may be personal and professional conflicts with scheduled class meetings. The student must prioritize and make decisions related to these conflicts. Absences from class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, the instructor should be contacted immediately after the absence. It is the student's responsibility to secure materials, notes, and assignments for all classes missed.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

### **Plagiarism Policy**

Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism is an act of academic dishonesty. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

### **Academic Dishonesty**

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership, and Research for possible disciplinary action, which may result in permanent disqualification from the program.

### **Participation Policy**

Regular classroom and/or online participation are essential for success. If applicable, students are expected to check the BLACKBOARD daily. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students' learning is not acceptable and will result in loss of points for class participation credit.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior to discussion in class or on the web, if applicable, and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

### **Technology Requirements**

As mentioned under participation and attendance students will be expected to have access to the Internet and E-mail and to regularly monitor the course website on BLACKBOARD, if applicable. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access from the student's school computer.

### **Statement of Diversity**

The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

### **Students with Disabilities**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745-5004.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### **Safety and Evacuation**

Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

### **Course Adjustments**

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur, however, unless proper, timely, and prior notice is given to students.

**Cell phones and pagers should be silenced during class and students should refrain from Text messaging.**



The article discussed the role of research assessments, as well as, future directions for research and sets in this context as a system of recognizing earlier trends, present difficulties, and future tips for effective educational leadership and management. The review addressed major factors in this context including: Educational management and leadership in regard to research; directions of educational leadership and management as a humanistic and ethical effort rather than a scientific solitary; methodological tools accessible for inquiry; evaluation of different conceptual and methodological approaches to Leadership, and research. Edad 682 school-community relations. Three Semester Graduate Hours. Spring 2009. Course Description The course focuses on effective school and community relations with an emphasis on the theory and practices of building exemplary quality relations between the school, parents, business/industry and the community. Course Objectives As a result of active participation and successful completion of course requirements, students will be able to: Describe an effective school-community relations plan. Explain what roles all staff members play in school-community relations. Describe ways to enhance the role of parents in their children's education. 1. Fieldwork and Research Opportunities. The program includes site-based activities aligned with course work as well as the three-credit internship required for certification. In the Catholic education concentration, students complete a practicum requiring involvement in school-site leadership activities at multiple schools. School-Community Relations. 3. Credits. The Educational Doctorate in Educational Leadership cohort program in Catholic school leadership includes outcomes aligned with national and state standards as well as those articulated by the Catholic Church. Courses are taught as part of a cohort program that is enhanced by problem-based learning, evidence-based content that connects theory and practice, and opportunities for practice. Educational Leadership. School & Community Relations. School & Community Relations. Browse products. Sort by. Recommended Price (low to high) Price (high to low) A-Z Publication date (new to old) Publication date (old to new). The School and Community Relations. 12th edition. Edward H. Moore, Don H. Bagin, Donald R. Gallagher. Multiple ISBNs available. 2 options from \$29.99. Public Relations in Schools. 5th edition. Theodore J. Kowalski.