

CI 6383 School-Community Relationships Course Syllabus

Spring 2012

Instructor: Carl Dethloff, Ph.D.
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Office hours: by appointment

Office hours: Call me or email me and we will set up a time. My "day" job is with San Angelo ISD. We can certainly have a phone conference if needed as well. E-hours: 6:00 p.m. to 10:00 p.m. Phone: M-F 5:00 p.m. to 9:00 p.m., Saturday / Sunday: 9:00 a.m. to 6:00 p.m.

Course Descriptor: This is an online course and is designed to cover the principles, philosophy, and techniques for improving the educational program through building good relationships. Special attention is given to the different roles people play and the superintendent's experience with School board relations and community relations. We will focus on effective communication to improve school quality and enhance student achievement. The importance of public relations, utilizing your constituent base and local businesses, understanding community culture, and working with local media will be emphasized. Of special importance will be a spotlight on our current statewide budget crisis and how to present critical financial information to the public. I'm hopeful that the experience level and expertise of the class members will provide us great conversation and first-hand experience in regard to effective communication strategies and building solid relationships that benefit student achievement. This is a 3 hour course and is taught totally online. Summative presentations will be utilized along with readings, case studies, and scenarios. Discussion boards will support our learning as a whole group. Students will display knowledge learned by written narratives and discussion board questions.

Assignments for this class can be found under **Assignments** in Blackboard. You will be held responsible for group discussions, participation in assignments, class activities, written work and readings.

Required Textbook:

Bagin, D., Gallagher, D.R., & Moore, E.H. (2012). The school and community relations. Boston, MA: Pearson, Allyn and Bacon.

Grading and assessment of grades by the professor:

90-100= A

80-89=B

70-79=C

60-69=D

Below 60=F

If you run into problems or are behind, we will work out a solution! I do want our group to honor the deadlines for assignments that are set forth. That being said, if there is a circumstance and you find that you are behind and cannot do an assignment on time, please contact me. Communication is very

important. If things are not going right for you, problems develop, or any other situation comes up, please let me know. Email is preferred but I also respond to **text** for quick questions – 979-676-3317.

Course Evaluation Calendar:

Assignment	Due Date
Local Media Summary and Demographics Review	Thursday, January 26
Read Chapter 1 and Chapter 3 (may choose to skip Chp. 2) in our text <i>The School and Community Relations</i> .	Monday, February 13
Compare and Contrast	Friday, March 9
Read Chapters 7,8, and 9 in <i>The School and Community Relations</i> .	Saturday, March 31
School District Assignment (locate 4 different school districts via print media / website)	Saturday, April 14
Create a product (e.g., powerpoint, prezi, brochure, timeline with detailed descriptors, or other approved by professor) that “Super Relations ISD” will use to communicate their public relations plan.	Thursday, April 26
Respond to the monthly discussion board question via Blackboard.	January 31, February 25, March 25, April 22

Course Assignment Details:

All Assignment will be submitted utilizing blackboard.

Local Media Summary and Demographics Review - Due January 26. *Possible Points* - 10
 Provide a review of the local Tom Green County media outlets (or your own school district / county if different than Tom Green). Include radio, news, publications and any other media formats that you believe impact school districts and tax payers. Also, provide a quick demographic review of your community. This will include: Population, community demographics, school district size, economically disadvantaged percentage, single parent households in community, community unemployment rate, educational status of most households, student demographics, professional staff profile of school district. This review will provide the foundation as we discuss public relations in your school district and community. If you were a student in my human relationships class you will have this data readily accessible. AEIS data and city websites / city hall will have this information.

Short sentences or bulleted facts are sufficient.

Reading assignment chapters 1 and 3 (*The School and Community Relations*) text – Due February 13
Possible Points – 15
 In 500 words (2 double spaced pages) or more provide a quick summary of the two chapters and use the questions attached to the assignment in Blackboard to help guide your paper.

Compare and Contrast – Due March 9. *Possible Points* – 10

Compare and Contrast two situations in your educational experience that greatly influenced your school district. One situation resulted in negative public sentiment, the other fostered public support. Discuss how these opportunities were handled differently, how one was successful, while the other was poorly managed. How was the approach different? What was the same? What was the root cause of the successfully managed campaign? What key components were lacking in the poorly communicated issue?

One page, double spaced written response.

Reading Assignment Chapters 7,8,9 (*The School and Community Relations*) text - Due March 31
Possible Points – 15

In a half page double spaced written response for **each** question answer the following:

Chapter 7 – respond to question #2 at the end of the chapter

Chapter 8 – respond to question #4 at the end of the chapter

Chapter 9 – respond to question #4 at the end of the chapter

School District Assignment - Due April 14. *Possible Points* – 15

Find **four** different school districts using their websites / news media / or other print media that display quality examples of successful communication. This may include how the school district handled a particular event, how they promoted a district initiative, public relations philosophy etc. I want you to simply identify why they were successful in their public relations campaign (can be a specific event, or overall effectiveness in communicating). Defend your position through examples.

You may utilize a chart, table, or paragraph form to communicate your opinion. Just make sure it is clear and you provide enough information to justify your response.

Final Product - Due April 26. *Possible Points* – 25

Create and choose a final product, e.g. powerpoint, prezi, brochure, timeline with descriptors, or other presentation format (that can be electronically submitted) that “Super ISD” will use to communicate to their employees, parents, and constituents that they are facing a budget crisis and that it will result in a large reduction in force. This assignment is a current reality in many school districts across Texas as we are facing the second year of massive financial reductions enacted by the legislature. How will “Super ISD” lay out their communication plan? List proposed meetings, purpose of the meetings, attendees, who will facilitate and the details surrounding these meetings. Discuss the districts overall communication strategy with the school board, parents, employees, and how they will handle the reduction of positions. Use our text as a guide and current school districts that are facing cost containment challenges.

Discussion Board Questions – Due January 31, February 25, March 25, April 22

Possible Points – 10 (*total points for all 4 questions*)

Respond in a paragraph or a few sentences to the monthly discussion board question posted via blackboard

Important Note:

Our blackboard submission process may not be up and running until the week of January 17. Simply create and save your assignment in a word processing document and submit when our blackboard is on-line.