COURSE NUMBER
EDG 6343

COURSE TITLE
Community-School Relationships

COURSE DELIVERY
This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at http://blackboard.angelo.edu. The course begins on January 16, 2018 and ends on March 9, 2018.

LEAD INSTRUCTOR
Kinsey Hansen, Ed.D.
Email: kinsey.hansen@angelo.edu

INSTRUCTOR TEAM:
Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

OFFICE HOURS
Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

COURSE DESCRIPTION
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 experiences with School Board relations and community relations.

STUDENT LEARNING OUTCOMES

• Recognize the multiple aspects of diversity and weigh the effects diversity has on the learning needs of students.
• Analyze community demographics.
• Identify critical issues in education.
• Recognize the art of communicating beyond the school walls and advocate with members of a school community or school board for policies and programs that promote equitable learning opportunities and success for all students.
• Explain articulating, analyzing, describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.
• Analyze the need to maintain a positive culture for learning by capitalizing on multiple aspects of diversity to meet the learning needs of all students in the school or district.
• Recognize and demonstrate the need to design and implement well planned development and communication programs by using and promoting technology and information systems to enrich curriculum, communication, and instruction.
• Recognize and relate the importance of managing the organization, communications, and resources in a way that promotes a safe, efficient, and effective learning environment.
• Compare and contrast communication practices to identify best practices, recognize ineffective communication, and analyze communications in diverse populations.
• Identify the role of administrators in collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
• Explain how to apply community relations models, crisis communication, communication theory, community, government, and higher education partnerships which reflect a comprehensive understanding that schools are an integral part of a larger, diverse community.
• Demonstrate the ability to promote and communicate critical issues in education, the impact on educational institutions and the community, and collaboration with families and community members.
• Articulate critical messages for schools, stakeholders, communities, and partners demonstrating a comprehensive understanding that schools are an integral part of a larger, diverse community.
• Facilitate the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.
• Communicate a critical issue in education and its impact to the local community, school administrators, stakeholders, and partners.
• Recognize the importance of managing the organization, communications, and public relations in a way that promotes a safe, efficient, and effective learning environment.
• Recognize the role of collaboration with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
• Recognize the role of collaboration with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
• Identify important partnerships between educational institutions and community entities.

REQUIRED TEXTS AND MATERIALS

RECOMMENDED READINGS
Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

TECHNOLOGY REQUIREMENTS
A complete list of technology requirements for online education at Angelo State University is available at [https://www.angelo.edu/online-education/technology_requirements.php](https://www.angelo.edu/online-education/technology_requirements.php). Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

GRADING SYSTEM
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:
- A = 90.00-100%
- B = 80.00-89%
- C = 70.00-79%
- F = below 70%

METHODS OF INSTRUCTION
• Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.
• Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate’s writing skills, presentation skills, collaboration, analysis, and practical application/experience.
• Learning activities may include, critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs;
practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

COMMUNICATION
The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

Candidate Communications: Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

Written submissions: It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From “The Net User Guidelines and Netiquette” by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

Instructor Communications: Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions
during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

**CANDIDATE PARTICIPATION**

- Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
- Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.
- If you have questions, it is important to ask immediately since many of the tasks build on one another.

**ATTENDANCE**

Distance course. Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.

The last date of access to the Blackboard course will be used as the last date of course attendance for reporting to the Registrar.

**ASSIGNMENT SUBMISSION**

In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should also record the confirmation number received from TurnItIn when you submit your work.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline.

**LATE WORK OR MISSED ASSIGNMENTS POLICY**

All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies
will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

GENERAL POLICIES RELATED TO THIS COURSE
All candidates are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook
- ASU Undergraduate and Graduate Catalog
  [http://www.angelo.edu/catalogs/](http://www.angelo.edu/catalogs/)
- Academic Calendar
  [https://www.angelo.edu/services/registrars_office/academic_calendar.php](https://www.angelo.edu/services/registrars_office/academic_calendar.php)

ACADEMIC INTEGRITY
Candidates are expected to know and understand behaviors that can constitute academic misconduct. A plagiarism module is required of all candidates as part of their orientation to the program. Each course requires that the candidate upload a certificate of completion acknowledging that the candidate completed the plagiarism module in the orientation, understands what plagiarism is, understands all work must be the candidate’s original work, and understands the potential consequences of plagiarism.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

STUDENTS WITH DISABILITIES
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability
Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
(325) 942-2047  
dallas.swafford@angelo.edu

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

TITLE IX
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU’s Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU’s online form at http://www.angelo.edu/services/title-ix/file-a-complaint.php.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

ASSIGNMENT OBJECTIVES & DUE DATES

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>LEARNING ACTIVITY &amp; POINTS</th>
<th>DUE DATES</th>
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</thead>
<tbody>
<tr>
<td>PREMODULE</td>
<td></td>
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<tr>
<td>Review and confirm understanding of plagiarism and academic integrity</td>
<td>Plagiarism Certificate 0 points</td>
<td>Thursday January 18</td>
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<tr>
<td>Begin academic portfolio for documentation of course artifacts and reflection on program competencies.</td>
<td>Academic Portfolio Creation 0 points</td>
<td>Thursday January 18</td>
</tr>
</tbody>
</table>

**MODULE 1**

**Respond to a fellow scholar in a dialog format.**

Utilize various forms of media to create an introduction for themselves.

Identify local media outlets as they impact educational institutions.

Describe the diversity and demographic composition of their communities.

Recognize the multiple aspects of diversity and weight the effects diversity has on the learning needs of students.

Analyze community demographics.

Identify critical issues in education.

**MODULE 2**

Recognize the art of communicating beyond the school walls and advocate with members of a school community or school board for policies and

**The Power of Public**

Sunday
programs that promote equitable learning opportunities and success for all students.
Explain articulating, analyzing, describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.

<table>
<thead>
<tr>
<th>MODULE 3</th>
<th>Relations – Padlet Assignment 10 points</th>
<th>January 28</th>
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</thead>
<tbody>
<tr>
<td>Analyze the need to maintain a positive culture for learning by capitalizing on multiple aspects of diversity to meet the learning needs of all students in the school or district</td>
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<tr>
<td>Recognize and demonstrate the need to design and implement well planned development and communication programs by using and promoting technology and information systems to enrich curriculum, communication, and instruction.</td>
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<tr>
<th>MODULE 4</th>
<th>School District / Higher Education Communications Practices 10 points</th>
<th>Sunday February 11</th>
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<tbody>
<tr>
<td>Recognize and relate the importance of managing the organization, communications, and resources in a way that promotes a safe, efficient, and effective learning environment.</td>
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<tr>
<td>Compare and contrast communication practices to identify best practices, recognize ineffective communication, and analyze communications in diverse populations.</td>
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<td>MODULE 5</td>
<td>MODULE 6</td>
<td>MODULE 7</td>
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<td>Identify the role of administrators in collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</td>
<td>Explain how to apply community relations models, crisis communication, communication theory, community, government, and higher education partnerships which reflect a comprehensive understanding that schools are an integral part of a larger, diverse community.</td>
<td>Facilitate the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.</td>
</tr>
<tr>
<td>Crisis Communication/ Professional Interview 10 points</td>
<td>Public Service Announcement 15 points</td>
<td>Community Relations Webpage 15 points</td>
</tr>
<tr>
<td>Sunday February 18</td>
<td>Sunday February 25</td>
<td>Sunday March 4</td>
</tr>
</tbody>
</table>
Communicate a critical issues in education and its impact to the local community, school administrators, stakeholders, and partners.

Recognize the importance of managing the organization, communications, and public relations in a way that promotes a safe, efficient, and effective learning environment.

Recognize the role of collaboration with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

**MODULE 8**

Recognize the role of collaboration with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Identify important partnerships between educational institutions and community entities.

Present and defend judgments about the information and assignments related to legal and ethical principles and program competencies.

<table>
<thead>
<tr>
<th>Internal-External Publics – Partnerships Paper</th>
<th>10 points</th>
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<tbody>
<tr>
<td>Course Evaluation</td>
<td>0 points</td>
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<tr>
<td>Permission Statement</td>
<td>0 points</td>
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<tr>
<td>Academic Portfolio Submission and Reflection</td>
<td>0 points</td>
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</tbody>
</table>

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