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. Readings and resources include the area of Leadership.

Prerequisites: Principal certificate and permission of the professor.

Required Reference Book

Student Learning Outcomes
By the end of the course, the student (candidate) will be able to:
• Identify local media outlets impacting educational institutions.
• Examine demographic composition within communities.
• Evaluate stakeholders within a community and communicate their importance, influence, and impact on organizations.
• Identify three critical issues currently impacting education.
• Outline current organizational partnerships and recognize new partnership opportunities.
• Explain the importance of public relations to educational institutions.
• Compare and contrast the differences between constituents today versus earlier generations.
• Identify the importance of a communication plan in educational organizations.
• Examine internal-external publics determining the role they play in educational organizations.
• Analyze a case study relating to social media and explain how it impacts school-community relations.
• Identify steps for damage control in a challenging situation.
• Discuss your perspectives with classmates.
• Evaluate four educational institutions’ communication practices.
• Compare and contrast four institutions’ communication practices.
• Identify effective communication practices in the profession.
• Evaluate the role administrators play in creating and implementing communication plans and communicating in crisis.
• Identify the role of educational organizations in community relations.
• Collect data to help craft a communication plan.
• Outline current events/situations/happenings impacting the community.
• Evaluate critical issues in education that impact your institution and community.
• Communicate the impact of the critical issue to the community.
• Create a Public Service Announcement (PSA) informing your community of a critical issue in education that impacts your institution and community.
• Develop a communication plan for your educational institution.
• Identify the most effective way to communicate messages from your institution to the community.
• Build a webpage for communicating messages.
• Identify a need within your community that your educational institution could serve.
• Develop a plan for implementing a community service project that will meet the need identified in your community and help build community relationships.
• Examine the benefits and challenges implementing the community service project.
• Create a proposal for your community service project to the school board/board of trustees for approval.

Since this course is primarily 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.

Candidates are responsible for on time participation in discussion boards, wikis, and activities. Individual tasks are expected and will be used to determine the final grade.
Course will consist of online discussions, individual participation, and papers.

Course Requirements
The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate’s capacity for independent study, to familiarize candidates with past and current research, to train candidate in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, adequate preparation in appropriate fields of study at the baccalaureate level including writing ability, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records and self-motivation are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses. (6) Writing includes a scholarly voice and argument and critical analysis with credible evidence.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continue to satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. Candidates’ Participation:
Candidates should participate actively and enthusiastically in all online discussions and course activities while following the requirements of each specific module. Course activities may include, but not limited to, discussion boards, presentations, journals, and other opportunities to show content mastery through assignment submissions and interaction with other candidates and faculty.

2. Candidates’ Written Work:
- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly voice, vocabulary, argument, and critical analysis.
- Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language, and APA style.
● Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly APA format.
● Demonstrates appropriate use of respectful person-first language (e.g., “student with dyslexia” rather than “dyslexic student”).
● Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, double spaced, etc.), completeness, and timeliness.

3. Candidates’ Communication:
Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date (allow 24 hours for a response). Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Required Readings
Provided within Blackboard modules
APA Manual

Communication
Candidates must communicate with all instructors via only the e-mail system. Candidates must also access and use Blackboard, Ramport, and Angelo e-mail. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, scoring information, and instructions. Candidates contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other technology assistance. This should be done EARLY in the class, preferably before the first class day.

Research Writing Style
In the Department of Curriculum and Instruction all candidates should adhere to American Psychological Association Publication Manual (APA) when completing written assignments, and when applicable, in other electronic or media style presentations. The APA Manual is available at the ASU library, at the bookstore, or on-line at www.apa.org.


If a template is provided follow those instructions.

Attendance Policy
When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a response to the original or initial posting and/or question; and (2) to post two substantive responses to other candidates’ postings to continue the conversation. More frequent responses are both allowed and encouraged so that each student (candidate) can learn from peers and professor’s insights.
Absences for Observance of Religious Holy Day

Students can find information on the observance of religious holy days in Operating Policy 10.19. Because of the online nature of this course, there is not a specific attendance requirement.

Student Disability Services

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 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 responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the candidate’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
Houston Harte University Center, Room 112

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.

Academic Honesty

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding Academic Integrity policies, which are contained in the Student Handbook at http://www.angelo.edu/student-handbook/.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

Grading & Assignments
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

A = 90-100%
B = 80-89%
C = 70-79%
F = below 70%

**Late Assignments**

All activities should be submitted by the scheduled due date. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy. Module Eight is a short week and late assignments are not allowed.
**Assignment Objectives & Due Dates**

More detail and specific due dates for assignments will be posted in Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Objectives</th>
<th>Readings</th>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Premodule/Module 1</td>
<td>Identify local media outlets impacting educational institutions.</td>
<td>Academic Integrity Statement</td>
<td>0</td>
<td>Thursday January 17th</td>
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<td>Examine demographic composition within communities.</td>
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<td>FlipGrid Introduction Discussion Thread</td>
<td>5</td>
<td>Introduction FlipGrid Video</td>
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<td>Evaluate stakeholders within a community and communicate their importance, influence, and impact on organizations.</td>
<td>Local Media Summary and Demographics Overview</td>
<td>10</td>
<td>Sunday January 20th</td>
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<td>Identify three critical issues currently impacting education.</td>
<td>The Power of Public Relations Internal-External Connection</td>
<td>5</td>
<td>Sunday January 27th</td>
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<tr>
<td>2</td>
<td>Module 2</td>
<td>Explain the importance of public relations to educational institutions.</td>
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<td>Compare and contrast the differences between constituents today versus earlier generations.</td>
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Revised 12/6/2018
Identify the importance of a communication plan in educational organizations.

Examine internal-external publics determining the role they play in educational organizations.

3 Module 3

Analyse a case study relating to social media and explain how it impacts school-community relations.

Identify steps for damage control in a challenging situation.

Determine long-range plans for social media.

Discuss your perspectives with classmates.

Case Study Regarding the Impact of Social Media through Discussion Board

Initial Post

Synopsis:
Thursday January 31st

Responses:
Sunday February 3rd

School District Communication Practices

4 Module 4

Evaluate four educational institutions’ communication practices

Compare and contrast four institutions’ communication practices.

Identify effective communication practices in the profession.

Sunday February 10th

Sundae February 10th
<table>
<thead>
<tr>
<th>Module</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>5</td>
<td><strong>Module 5</strong></td>
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<tr>
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<td>Evaluate the role administrators play in creating and implementing communication plans and communicating in crisis.</td>
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<td>Identify the role of educational organizations in community relations.</td>
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<td>Collect data to help craft a communication plan.</td>
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<td>Outline current events/situations/happenings impacting the community.</td>
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<td><strong>Module 6</strong></td>
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<td>Evaluate critical issues in education that impact your institution and community.</td>
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<td>Communicate the impact of the critical issue to the community.</td>
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<td>Create a Public Service Announcement (PSA) informing your community of a critical issue in education that impacts your institution and community.</td>
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<td><strong>Module 7</strong></td>
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<td>Develop a communication plan for your educational institution.</td>
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<td>Identify the most effective way to communicate messages from your institution to the community.</td>
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<td>Module 8</td>
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<td>Build a webpage for communicating messages.</td>
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<td>Identify a need within your community that your educational institution could serve. Develop a plan for implementing a community service project that will meet the need identified in your community and help build community relationships. Examine the benefits and challenges implementing the community service project. Create a proposal for your community service project to the school board/board of trustees for approval.</td>
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