

The University of Texas at Pan American
College of Education, Department of Educational Leadership

EDUL 6392.03 School Community Relations classroom: EDCC #2.534

DATE: June 4, 2009

Fall 2009 Tuesday 7:10-9:55 pm Sept. 1– Dec.8, 2009

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 and available by appointment

Special Note: I am interested in how you are doing in this class and in our graduate program. If you have any questions or concerns please feel free to call me at my office phone, cell phone or UTPA e-mail address. Please enjoy your summer and this course.

COURSE DESCRIPTION:

An examination of the relationships between the school and its internal and external constituencies. (reference on-line UTPA Graduate catalog (p. 181) Educational Leadership at : www.UTPA.edu)

TEXT & COURSE MATERIALS:

(Required textbook)

Bagen, D., Gallagher, D., and Moore, E., (2001) *The school and community relations*. (9th Ed). Boston: Allyn & Bacon.

ISBN 10: 0-205-50906-1

(Required for all written assignments with the EDUL/COE)

American Psychological Association (5th ed.) *Publications Manual of the American Psychological Association*. Washington, DC: Author.

COURSE GOALS, PURPOSE, PHILOSOPHY, & STUDENT LEARNING OBJECTIVES:

This course is designed to address the following proficiencies for **educational leaders** (educational personnel/administrators) in learner-centered schools to assist in the strategy of a leaning-community in which student success is paramount. *The student as a future administrator demonstrates knowledge of the relationships between the school and its internal and external constituencies*. Within this context and in light of the TExES competencies listed below, the final objectives for the administrator are to:

- 1) possess and draw on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful experiences for all students.
- 2) create a learner-centered community, which collaboratively identifies needs and plans, implements, and assesses instruction using technology and other resources.
- 3) respond appropriately to diverse groups of learners.
- 4) always be an advocate for all students and the school and its environment, and to demonstrate effective professional and interpersonal communication skills.
- 5) be a reflective practitioner dedicated to all students' success, also to demonstrate a commitment to learn, to improve the profession, and to maintain professional ethics

with high personal integrity.

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The preparation of educational personnel at UTPA is anchored in a foundation of professional knowledge. The **student learning outcomes** for this course have been developed to reflect the professional knowledge that assists in preparing individuals who are competent administrators. The foundation of professional knowledge guides the planning and delivery in this course and the program as a whole. Successful completion of the requirements in this course is intended to assist students in gaining the professional knowledge and skills.

TEXES Competencies: This course addresses the following TEXES competencies:
Please reference website on www.texas.ets.org/prep/materials.

Competency 1.2: The principal knows how to ensure that parents and other members of the community are an integral part of the campus culture.

Competency 1.9: The principal knows how to support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.

Competency 1.10: The principal knows how to acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

Competency 2.1: The principal knows how to communicate effectively with families and other community members in varied educational contexts.

Competency 2.2: The principal knows how to apply skills for building consensus and managing conflict.

Competency 2.3: The principal knows how to implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.

Competency 2.4: The principal knows how to develop and implement strategies for effective internal and external communications.

Competency 2.5: The principal knows how to develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.

Competency 2.6: The principal knows how to provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.

Competency 2.7: The principal knows how to establish partnerships with parents/caregivers, business and others in the community to strengthen programs and support campus goals.

Competency 2.8: The principal knows how to communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.

Competency 2.9: The principal knows how to respond to pertinent political, social and economic issues in the internal and external environment.

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Copyright laws do allow students and professors to make photocopies of copyrighted materials under strict conditions. You may not copy most, much less all of a work, but you may copy a limited portion of a work, such as an article from a journal or a chapter from a book. These copies must be for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of the copying is to avoid paying for the materials. In addition, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are both violating the copyright law.

ACADEMIC INTEGRITY & STUDENT CONDUCT: The following information is taken from the student handbook. Please be advised that:

Section 5.5.2 of the Handbook of Operation Procedures for UTPA addresses student conduct. C-25 specifically refers to issues of academic honesty in stating: "...Committing and acts of academic or scholastic dishonesty. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." These statements are followed by descriptions of actions that fall in each of the categories listed above and what procedures are to be followed when infractions occur.

As graduate students of UTPA College of education, it is important to support this policy and advocate that others do as well. Please refer to Section 5.5.2 of the UTPA *Handbook of Operating Procedures*.

The University reserves the right, through due process to issue a warning, to suspend, to dismiss or place on administrative probation, any student for reasons such as the following:

1. Dishonesty, knowingly furnishing false information to the University, cheating, or committing plagiarism, **PLAGIARISM IS DEFINED AS:**
 - a. Failing to credit sources used in a work product in an attempt to pass off the work as one's own. This includes those cited from the Internet.
 - b. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.

“Should a faculty member discover that a student has committed plagiarism, the student may receive a grade of “F” for the course and the matter will be referred to the Executive Direct for Student Life--for possible disciplinary action.”

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SPECIAL NEEDS CONSIDERATIONS FOR STUDENTS:

The University of Texas at Pan American is committed to providing reasonable accommodations in compliance with the Americans with Disabilities Act (ADA). If you require academic accommodations, or if you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to the disability, please contact the Office of Services for Persons with Disabilities (OSPD) , Emilia Ramirez in Schunior Hall room #1.101 immediately. For more information, you may also visit our website at utpa.edu/disability.

ATTENDANCE POLICY:

Attendance is mandatory and will be taken daily. Your second absence (and every absence following) will cost you points from your final grade, reference performance evaluation, below. Leaving “early” from class or not returning from a break may be considered an absence from class.

ASSESSMENT:

Class Requirements:

Attendance and participation: Students are expected to **be on time for every class meeting and constructively participate.** **200 points or (20%)**

Library Orientation meets in the Library during regular class time **50 points or (5%)**

Class Presentation: Each students will present a chapter from the required textbook. Presentations will be a minimum of 50 minutes (exclusive of guest speakers) in length and thoroughly cover the topics in the chapter. Students are required to prepare a PowerPoint presentation for the chapter presentation.

Students are encouraged to involve class members in discussions or other activities as part of the presentation. Guest speakers are encouraged; however, their time should be limited to ~35 min. at the beginning of class. Students should provide classmates with handouts relating to the presentation. **250 points or (25%)**

Class Project: Student teams will develop a school-community relations plan for a hypothetical school district. The plan should address important school- community relations issues and should include a budget. The final plan will have: **(1)** Cover page, **(2)** Table of Contents, **(3)** a four- page review of literature including at least 10 references, **(4)** Appendices with related presentation material, budget, and other relevant documents such as board policies, lists of related organizations, contact persons, etc. The review of the related literature and references must be written according to the fifth edition of the APA Publication Manual. The class team presentation is worth 100 points.

400 points or (40%)

Conceptual Framework The final project and class presentation will be due at the end of the term; however, students will be required to submit their review of related literature

as follows. Review of Related Literature. As part of the Class Project, each team will develop a review of the related literature with 10 references cited, submitted in the form of a formal "TERM" paper, with the same format. Students are required to synthesize the information presented in class and in their readings of the related literature--in a minimum of four, double-spaced typed pages. This term paper should be FONT 12 Arial or Times Roman only, APA format 1.5 line spaces. This assignment includes a cover page and the last page will list at least **ten** bibliographic entries of "References Cited" using APA format. **Ten minimum** original sources must be cited in the Conceptual Framework paper. A Library orientation is included with the course. **100 points or(10%)**

ASSIGNMENT CRITERIA

INDIVIDUAL WORK

- Daily Attendance and Participation:
 [(16 class sessions)X (2) X (6 pts.)+(8)] 200 pts.
- Library Orientation meets in the 50 pts.
 Library, Classroom #1 **Sept. 15, 09'**
- Class Presentation250 pts.
 [140 pts. Class Presentation]
 Power Point required, Chapter from textbook
 [50 pts Class Handouts]
 [60 pts. Class Discussion]

GROUP WORK

- "Conceptual Framework" (term paper)100 pts.
 a short Review of the Related Literature
 due: **Nov 17, 09'**
- School Community Relations Plan
 due: **Nov. 24, 09'**300 pts.
- Team Presentations due: **Dec. 1- 8, 09'**100 pts.

TOTAL POINTS: 1000 pts.

TOTAL POINTS AND LETTER GRADES: 900-1000 = A
 800-899 = B
 675-799 = C
 Less than 675 points = F

PERFORMANCE EXPECTATION and EVALUATION:

Expectations for performance need to fit with the purpose of the graduate program and the competencies for administrator preparation as identified by the State of Texas. To that end, the student performance expectations for this course have been formulated.

Evaluation will be based on successful completion of each of the performance expectations described above. Each expectation has been assigned points (an equivalent percentage) toward the total on which the final course grade will be based. All grades will be based on the total number of points each student earns.

INDIVIDUAL WORK

Attendance and Active Participation during Scheduled Class Sessions. This being a Graduate course-- it is a basic assumption that you will come to class prepared and ready to a) engage, b) discuss, 3) ask questions 4) initiate friendly debate--having already read and prepared the assigned reading on a given day. Students will attend all scheduled class sessions. They will be prepared and forthcoming in sharing of their own ideas and thoughts, and considerate of the thoughts and ideas of others.

Class Presentation. Each student will assume leadership responsibilities for their assigned class presentation, and involve themselves enthusiastically in all other class activities including group discussions, group problem solving and analyses.

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GROUP WORK Team Presentation and School Community Relations Proposal

Each student team will present their School Community Relations Proposal—in summary to the class. Teams will prepare a (PowerPoint optional) presentation and lead a

short class discussion. Student teams will prepare “one-page” summary handout(s) to distribute. Each student on the team must present.

The team presentation should be completed within a maximum of 20-25 minutes, please reference below. Class discussion, and question-and-answer should follow each presentation.

Each student presentation should be based on the following format:

25 (max) minutes—present a summary of the Project to the class.

10 (max) minutes—provide a summary of pertinent issues for discussion

LATE ASSIGNMENTS

In reference to the Literature Synthesis, 15% of the total points available for the assignment will be deducted for each day the assignment is late. If the assignment is due on Tuesday with 100 points available, on Thursday it will be have 85 points available, etc. Please try not to be late with these assignments.

CELL PHONE ETIQUETTE & children in class. No children

If you carry a cell phone with you to class, please be sure it is **turned off** when class is in session. (Even vibrate mode will disturb the class.) If you are involved in a crisis situation and need to be available via your cell phone, please **discuss with me** about the situation prior to the start of class. Your cooperation, courtesy, and respect for our learning time together is appreciated.

SPELLING COUNTS

While some typo-spellos can be excused, they should be minimal in the final copy of any written / typed assignment. Correct spelling is an indicator of a solid education. Also, I highly encourage students to use their “thesaurus” as often as possible.

INCOMPLETE GRADES

We all experience times in our lives when we take on more than we can do or unplanned events demand our time and divert our attention. Should you see that you

need to adjust your schedule and plan to request an incomplete in this course, there is a procedure that the University requires.

Please discuss with me (as soon as possible) regarding your consideration of compromising your total commitment to this class. According to the Online UTPA 2007-2009 Graduate Catalog

“A grade of ‘I’ may be given when a student has not completed the required work of a course with the allotted time of a regular semester or summer session *if the instructor determines* that the reasons for the work being incomplete are valid and that the grade of ‘I’ is justified. A grade of ‘I’ must be changed within one regular (fall or spring) semester (excluding thesis courses) from the date received, unless an extension is requested by the student’s instructor...

If a Change of Grade form is not received from the instructor upon completion of the one regular semester, the grade will automatically be recorded as an ‘F’ on the student’s official transcripts” (p. 43).

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Tentative Fall 2009 Class Schedule

Sept. 1: Course introduction, *Class discussion, and project team organization*

Sept. 8: *Chapter 1: The Importance of Public-Relations*

Sept. 15: **Library Orientation**-required attendance, **Classroom #1** in the UTPA Library

Sept. 22: *Chapter 2: Public Character of the School*
Chapter 3: Understanding the community

Sept. 29: *Chapter 4: Policies, goals and strategies*
Chapter 5: Administering the program

Oct. 6: *Chapter 6: The communication process*

Oct. 13: *Chapter 7: Communicating with internal publics*
Chapter 8: Communicating with external publics

Oct. 20: *Chapter 9: Crisis communication*
Chapter 10: Communication about school services and special events

Oct. 27: *Chapter 11: Working with the press*
Chapter 12: Radio, television, exhibits and presentations

Nov. 3: *Chapter 13: Schools and online communications*
Chapter 14: Preparing published material

Nov. 10: *Chapter 15: Conducting special issue campaigns*
Chapter 16: Communicating school finance issues

Nov. 17: *Chapter 17: Marketing and school choice*
----- *Conceptual Framework **due** (Review of Related Literature)* -----

Nov. 24: Chapter 18: Assessment of the program

----- Team Project **due** -----

Dec 1: ----- Team Project presentations **begin** -----

Dec 8: Team Project presentations continue and Final exam

Assignment of Student Teams—First Day of Class

EDUL-6392 School Community Relations sign-up sheet, (2-3) students per team			
Student Teams	Please P R I N T your name		
↓			
One	1)	2)	3)
Two	1)	2)	3)
Three	1)	2)	3)
Four	1)	2)	3)
Five	1)	2)	3)

Eight								$\sqrt{\sqrt{\quad}}$	

Figure 2. Individual and student team presentations.