University of Louisiana Monroe

EDLE 5007: School Community Relations (Spring 2021)

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Office Hours (Online):
(3:00 – 5:00 Monday – Friday)

I. Course Description

EDLE 5007: *School Community Relations*. 3 cr. This course is designed to assist school administrators and leaders in developing an effective school-community relations plan. Focus will be on the conditions, diversity, and changes that affect school-community interaction and its impact on student achievement.

II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the professional programs of the School of Education. Content related to the framework permeates the course and is evident in the course objectives. This Professional Studies course addresses standards of the *Educational Leadership Constituent Council* (ELCC).

III. Course Objectives, Outcomes, and Standards

This course is designed to enable candidates to:	PEIEL	ELC	Assessment Strategies	CAEP	ISTE Standards	KSD

4. Understand the principles, philosophy, and techniques for improving the educational program through building good relationships;	4	4.1	b1 b2	1.1	3,4	K2,k5,s1,s2,s5, d7,d8

2. Understand the roles of community relation to enhance positive experience of students, teachers and communities;	4	4.1	B1, b2	1.2	10	K5,s5,d6
3. Develop effective communication to improve school quality and enhance student achievement and parental participation;	2	2.2	a1, a3,b1,b 2,b3	1.4	1,9	K2,s3,d4,d7
4. Develop and discuss the importance of public relations, by utilizing the constituent base and local businesses, by understanding community culture, and by working with local media;	4	4.2	B3	1.5, 3.1	10	K6,s6,d8
5. Observe local and statewide discussions of budget, and ways to present critical financial information to stakeholders and its impact on education while sustaining a healthy relationship between the school and community;	3	3.2	A2,b2	1.1,1.3	9, 1 0	K2,k6,s6,d8
6. Discuss the impact of identity dimensions (e.g., race/ethnicity, gender, sexual orientation, age, disability, socioeconomic status, etc.) in context of school and community relations;	5	5.3	A4, b3	3.1	1, 9	K5,k6,s1,s5,d6,d7
7. Devise techniques and strategies for developing cross-cultural communication and appreciation within the school, the district, and the local community;	4	4.2	B2,b3	1.2,1.3, 3.1	7	K3,s5,d6

8. Design and apply an effective school- community relations plan to enhance school programs;	4	4.1,4.4	B3	1.5	9	K1,s6,d6
9. Discuss various family situations including a family's history, their emotions and the demands occurring in our contemporary society; and	6	6.1	B1,b3	1.2	2	K3,s3,d4
10. Understand and respond to community interests and needs by building and sustaining productive school relationships with community partners.	6	6.2	A2,a3, b3	3.1, 1.2	9, 10	K5,s6,d6,d7,d8

IV. Resources and Materials
The textbooks adopted for this course are:

Moore, E.H., Bagin, D.H., Gallagher, D.R. (2020). *The School and Community Relations* (12th ed.). New York, NY: Pearson.

Other materials include journal articles, book chapters, and handouts will be provided by the instructor and made available on the Moodle course page.

V. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experiences: 1. Lecture/discussion; 2. PowerPoint Presentations; 3. Electronic Communication.
B. Clinical/Field Experiences: 1. Library/electronic research; 2. Article analysis; 3. School Data Analysis

VI. Assessment and Grade Assignment

Each assignment for this course listed in the table below will be graded. Detailed descriptions of each assignment are posted on Moodle. All assignments must be turned in to the Moodle page setup for this course on or before the due dates. All written work will be held to high standards and should follow the **APA style** and conform to rules of proper grammar, usage, punctuation, and spelling. Additionally, all papers **must be typed in Microsoft Word using Times New Roman 12-point font, double-spaced, and have standard 1" margins**. Points will be deducted for papers that do not follow these guidelines

Assignment	Points	Due Date
Traditional Assessments		
1. Initial Description of the Project	50	TBD
2. Literature Review	50	TBD
3. Signature Piece	100	TBD (submitted through Moodle, Turnitin, and LiveText)
4. Discussion Board Post (There will be a possibility of a total of 8 posts - each worth 25 points)	8 × 25	Weekly on Moodle
5.Quizzes and/or article analysis	TBD	TBD

Grading Scale: 100—90% =A; 89—80%= B; 79—70%= C

As graduate students, you need to maintain an average of 80% on all work in order to meet the requirements of the graduate school.

Signature Assessment

4. **School-Community Relations Project (Signature Assessment): Write an 8-10 page paper reflecting on yourself and a PK-12 school where you work (or have worked). Your paper must address the following:**
   1. **Provide basic demographic, historical, and other important information about your school and its community. Inform the reader of your own role in the school and community.**
   2. **Describe how school leaders and faculty collaborate with community members by collecting and analyzing information relevant to improving the school's education environment. If this is lacking in the school you are discussing, make recommendations on how this could be achieved. (ELCC 4.1)**
   3. **Describe the school leader's role in school-and-community relations. Explain what roles you would adopt from this school leader, and other roles you would engage in once you are the school leader. In so doing, explain in some detail the definition of the two-way process of school-and-community relations.**
   4. **Discuss ways a school leader mobilizes community resources to promote an appreciation of diverse cultural, social, and intellectual resources within the school community. (ELCC 4.2)**
   5. **Explain the importance of the school leader's planning, public relations, and marketing communication when instituting and maintaining effective school-community relations.**
   6. **Explain how a school leader can build and sustain productive school relationships with a) families and caregivers, and b) community partners. (ELCC 4.3 & 4.4)**
   7. **Explain the role, purpose, and impact of school-community relations on student achievement.**
   8. *From the viewpoint of a school leader (not teacher viewpoint)*, **rank the school-community's response to student achievement. Provide evidence to support your ranking, and recommendations for sustaining and/or improving the school-community response to student achievement.**

In preparing this paper you should consult existing literature (journal articles, websites, and textbook) to complete the components and adequately address the requirements of this assignment. Make sure that you read articles/web resources that address at least four of the following components: customs and traditions, historical background, demographic trends, economics life, political structures, leadership, communication channels, community groups, social tensions, previous community efforts, and sources of information.

Special consideration for meeting ELCC standards (as provided in the scoring rubric, see Appendix) should be emphasized. *Meeting the ELCC standards is a requirement of the assessment.* This portfolio must be turned into both Moodle as a Turnitin assignment and into LiveText for a grade in the course. Failure to meet expectations on the scoring rubric will result in an incomplete in the course.

VII. Course Policies

- **Grading Policy**

  All assignments are due on the day assigned and must be submitted to the course Moodle page. There is no excuse for turning in late work at the graduate level and **no late work will be accepted for credit** unless special arrangements have been made well in advance with the instructor. In the event of extenuating circumstances, the student is required to immediately inform the instructor before the assignment is due and provide written documentation. If the instructor deems the excuse valid and acceptable, extensions *may* be granted at the instructor's discretion on individual bases.

- **Forum Discussion Policy**

  Forum discussions are monitored and evaluated by the instructor: Each student is required to post an original response or on before the indicated due dates. Forum discussion grades will be reduced if the post is late. Each student is also expected to respond to at least two of your classmates for each forum. Unless otherwise specified, all discussion board posts are due by the Friday of the week and the two responses are due by the Sunday. It is important to include substantive comments and constructive feedback in your posts and responses. Students are NOT required, but welcome, to monitor and respond to any responses that other students post. Students are expected to cite course materials and use courtesy and tact when posting responses.

- **Plagiarism Policy**

  Plagiarism, broadly defined, is the appropriation and/or presentation of others' words or ideas as your own without proper attribution. All students are expected to demonstrate academic integrity at all times, and to learn what constitutes plagiarism. You may not recycle any assignments from previous courses, claim others' work as my own, or misuse paraphrasing or direct quoting without properly citing sources according to APA. Remember, ignorance is not a defense if caught plagiarizing other's work. Possible penalties range from disciplinary warnings to dismissal from the university. Please avoid potentially serious situations by informing yourself as to how to properly attribute sources. For more information about ULM's policy, please read the ULM Student Handbook at http://catalog.ulm.edu/index.php?catoid=27.

- **Turnitin Policy**

  It is the policy of the ULM School of Education that all signature pieces and other significant program assignments/exams be submitted in Moodle via Turnitin. If the signature piece is not submitted properly through Moodle as a Turnitin assignment, it will not be graded until such time as it has been properly submitted to Turnitin. It is hoped that this policy will be less a punitive one but one designed to assist students, as aspiring educational professionals, on the proper attribution and citation of sources in their work. Please see the section above on plagiarism and cheating for more information on the consequences for violating these policies.

VIII. Other Information:

1. **Course Communication**

   Effective and frequent communication is critical for an online course like this one. Below you will find all necessary policies and procedures regarding course

communications. Please ensure that you read and understand this information **thoroughly.**

1) **Email:**
   Your ULM Warhawks email address designated in Moodle (username@warhawks.ulm.edu) will be used for all email correspondence. It is your responsibility to check Moodle and your email account regularly for information regarding this course. It is the policy of ULM that all university course-related business be conducted via your ULM e-mail account.

2) **Communication with instructor:**
   Questions related to <u>course content and/or procedures</u> are encouraged and should be submitted to the course instructor. Barring unforeseen emergencies, the instructor will respond within 24 hours, Monday through Friday, to all emails submitted. An alternative option is to call me during office hours with your questions and/or concerns. While I always wish to foster informal relationships with my students, in this and all other courses you should always interact with your instructors and colleagues in a courteous and respectful manner.

2. **LiveText:**
   <u>Only the signature piece</u> must be uploaded to LiveText in order to receive a final grade for the course. If you do not upload your signature piece to Moodle and LiveText by the deadline for submission of grades, you will receive an "incomplete" for the course.

   A.   All education students are **required** to have a current subscription to LiveText.

   B.   Students can (and should) complete the registration process <u>well before they are supposed to submit work for evaluation.</u>

   C.   Students will no longer be required to enter program enrollment codes, so Banner will insure they are correctly enrolled in LiveText.

   D. Students will also pay for their subscription directly through LiveText.

   E. ULM does not handle billing or technical support issues for students.

   * I am not an expert on LiveText from the student side, so you will need to contact LiveText for help.

3.   **Student Services:**
   The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral

testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Here is some contact information for important ULM student services:

   * Student Success Center   http://www.ulm/edu.cass/
   * Counseling Center   http://www.ulm.edu/counselingcenter/
   * Special Needs   http://www.ulm.edu/studentaffairs/
   * Library   http://www.ulm.edu/library/referencedesk.html
   * Computing Center Help Desk http://www.ulm.edu/computingcenter/helpdesk

1) **Special Accommodations for Students with Disabilities:**
   Current college's policies on serving students with disabilities can be obtained at for the ULM website: http://ulm.edu/counselingcenter/

   If you need accommodation because of a known or suspected disability, you should contact the director for disabled student services at:
   Voice phone: 318-342-5220
   Fax: 318-342-5228
   Walk In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

2) **Sexual Discrimination or Harassment**
   Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at 318-342-5230 or to file a complaint, visit www.ulm.edu/titleix.

3) **Mental Wellness on the ULM Campus**

   If you are having any emotional, behavioral, or social problems, and would like to talk with a caring, concerned professional please call one of the following numbers:

   The ULM Counseling Center, 342-5220
   The Marriage and Family Therapy Clinic, 342-9797
   The Community Counseling Center, 342-1263
   The ULM HELPS Project Office, 342-1335

   Remember that all services are offered free to students, and all are strictly confidential.