



EDLE 5663 X20 Community Politics & Public Relations
West College of Education & Professional Studies
Spring 2026: Jan 20-May 8, 2026

Contact Information

Instructor: Dr. Stephanie Zamora Robles

Office: Bridwell Hall 104E

Office Hours:

Tuesday: 3:30 -4:30 pm

Wednesday: 11:00 am -1:30 pm

Thursday: 12:30 – 2:00 pm

Note: By appointment for all online learners

Office phone: 940-397-6220

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How to Contact Me

The best way to contact me is through email. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

Instructor Response Policy

The best way to contact me is through email. I will usually respond within 24 hours. It could be a little longer on holidays or weekends. Please do not hesitate to contact me with any questions or concerns. I will respond via email, or we can schedule a phone call.

Textbook & Instructional Materials

Moore, E.H., Bagin, D., & Gallagher, D.R. (2020). *The school and community relations*. Hoboken, NJ: Pearson.

Bolman, L.G. & Deal, T.E. (2019). *Reframing the path to school leadership: A guide for teachers and principals* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Course Description

This course is a study of theories, techniques, and essential information that school administrators must know when communicating with members of the community. Additionally, the class provides models for dealing constructively and effectively with needs, problems, issues, and crises inherent in an educational enterprise.

Course Objectives/Learning Outcomes/Course Competencies

- To be able to collaborate with families and other community members
- To be able to respond to community interests and needs
- To be able to mobilize community resources
- To be able to understand and respond to the larger context
- To be able to influence the larger context

Principal as Instructional Leader Standards

Domain I – Competency 001

A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

Domain I- Competency 002

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

D. *Ensures that parents and other members of the community are an integral part of the campus culture

Domain IV-Competency 007

A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Domain IV- Competency 008

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

Grading/Assessment

Assignments	Points
Discussion Questions (4 @ 100 points each)	400
Local Decisions and Community Assignment	200
Community-Based Organizations Assignment	200
Community Inventory Project	200

Table 2: Total points for final grade.

Grade	Points
A	900
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Quizzes

There are no quizzes for this course.

Exams

There are no exams for this course.

Extra Credit

No extra credit will be given for this course.

Late Work

No late work allowed without prior communication with Dr. Robles. Discussion posts must be made on time due to the low number of students in this course.

Important Dates

- Last day for term schedule changes: Jan 23, 2026
- Deadline to file for May graduation: Feb 16, 2026
- Last Day to drop with a grade of "W.": Mar 18, 2026
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program, as it serves as the primary source of communication for assignments, examination materials, and general course information. You can log in to D2L via the MSU Homepage. If you experience difficulties, please contact the program's technicians or your instructor.

Online Attendance Policy

Because this is an online course, attendance will be taken in the form of your participation in discussions and submission of assignments. Failure to submit three (3) assignments on-time and/or submission of incomplete assignments are considered evidence of lack of dependability and are taken seriously. Candidates will receive a grade of F on the third missing or incomplete assignment based upon the discretion of Dr. Robles.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments are due by the due date.** Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately after having computer trouble. If you have technical difficulties in the course, there is also a student help desk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

"Turning in" all assignments is not enough to ensure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Inclement Weather

Fully online courses may continue as scheduled. Students may contact the professor to request extensions on assignments if severe weather conditions affect their ability to meet deadlines.

Expectations for Written Work

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment on D2L.
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. **HOWEVER**, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University strives to provide reasonable accommodations to ensure equal opportunities for qualified individuals with disabilities to participate in all

educational, social, and recreational programs and activities. After acceptance notification, students needing accommodations should request support through Disability Support Services, located in the Student Wellness Center, at (940) 397-4140. Updated documentation regarding disability will be required to offer appropriate services, and each request will be reviewed on a case-by-case basis. For more information, please visit [Disability Support Services](#) or email disabilityservices@msutexas.edu.

College Policies

[Campus Carry Rules/Policies](#)

Refer to: [Campus Carry Rules and Policies](#)

[Smoking/Tobacco Policy](#)

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

[Alcohol and Drug Policy](#)

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

[Campus Carry](#)

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

[Active Shooter](#)

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

[Obligation to Report Sex Discrimination under State and Federal Law](#)

Midwestern 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. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which

includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Module	Dates	Discussions**	Additional Assignment
1	Jan 20- Feb 8	<p>Discussion Post 1</p> <p>Read chapters 1–5 of Moore, Bagin, & Gallagher (2020) and Chapters 1, 3, 5, 7, and 10 of Bolman & Deal (2019) and participate in the discussion board.</p>	<ul style="list-style-type: none"> • Read syllabus and course schedule for due dates • The original post will be due on Wednesday, Feb 4, and the two other responses are due Sunday, Feb 9
2	Feb 9- Mar 1	<p>Read chapters 6-10 of Moore, Bagin, & Gallagher (2020) and Chapters 1, 3, 5, 6, 7, 9, 10, and 12 of Bolman & Deal (2019) and participate in the discussion board.</p>	<ul style="list-style-type: none"> • No additional assignment this week • The original post will be due on Wednesday, Feb 25, and two other responses are due Sunday, March 1
3	Mar 2- Mar 29	<p>Read chapters 11-14 of Moore, Bagin, & Gallagher (2020) and Chapters 5, 6, 7, 10, 11, 12, and 13 of Bolman & Deal (2019) and participate in the discussion board.</p>	<p>The original post is due on Wednesday, March 25, and two other responses are due on Sunday, March 29.</p> <ul style="list-style-type: none"> • Local Decisions and Community Assignment Due March 29
4	Mar 30- Apr 19	<p>Read chapter 15 of Moore, Bagin, & Gallagher (2020) and chapters 14-16 of Bolman & Deal (2019) and participate in the discussion board.</p>	<ul style="list-style-type: none"> • Original post will be due on Wednesday, April 15, and two other responses are due Sunday, April 19 • Community-Based Organizations Assignment Due April 19
5	Apr 20- May 8	<p>No discussion post due this week</p>	<ul style="list-style-type: none"> • Community Inventory Project Assignment Due May 8

References/Scientifically-Based Research/Additional Readings:

Bambrick-Santoyo, P. (2013). *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. John Wiley & Sons

Desravines, J., Aquino, J., & Fenton, B. (2016). *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. Jossey-Bass

Hiatt, J. M. (2006). *ADKAR: A Model for Change in Business, Government and Community: How to Implement Successful Change in Our Personal Lives and Professional Careers*. Fort Collins: Prosci Learning Center Publications

Kotter, J.P. (2012). *Leading Change*. Boston: Harvard Business Review Press

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial Conversations: Tools for Talking When Stakes Are High*. 2nd ed., McGraw-Hill

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency
To be able to collaborate with families and other community members	Competency 1 Competency 2
To be able to respond to community interests and needs	Competency 2 Competency 8
To be able to mobilize community resources	Competency 2 Competency 7
To be able to understand and respond to the larger context	Competency 8 Competency 11
To be able to influence the larger context	Competency 1 Competency 2 Competency 7 Competency 11

Appendix B:

Assignment/Module/ Course Activities	Standard or Competency
Discussions	Competency 1 Competency 2 Competency 7 Competency 8 Competency 11
Reflective Questions	Competency 1 Competency 2 Competency 7 Competency 8 Competency 11
Local Decisions and Community Assignment	Competency 1 Competency 7 Competency 8
Community-Based Organizations Project	Competency 8 Competency 11
Community Inventory Project	Competency 2 Competency 7 Competency 8