MIDWESTERN STATE UNIVERSITY

Course Syllabus: EDLE 5663 Community Politics and Public Relations
Gordon T. and Ellen West College of Education
EDLE 5663 X40/DX1
Summer II 2022, July 5-August 4

Contact Information

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Course Description

This course is a study of theories, techniques, and essential information school administrators must know when communicating and coping with a diverse community. The course enables administrators to develop and implement information services which interpret the school to the community and the community to the school. Additionally, the class provides models for dealing constructively and effectively with needs, problems, issues and crises inherent within an educational enterprise.

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.

Objectives

• 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
Domain VI- *Competency 011*
E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

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Academic Misconduct Policy & Procedures
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Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

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Grading
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Course Grade – Grades for this course will be assigned as follows:

Assignments	Points
Discussion Questions (4 @ 90 points each)	360
Reframing the Path to School Leadership Reflective Questions (4 @ 50 points each)	200
Community Inclusion in Local School Decisions	120
Community Based Organizations	120
Community Inventory	200

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West College of Education Conceptual Framework
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The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences -understand individual differences and diverse cultures

and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Attendance/Online Participation

Regular online participation is required. Please pay careful attention to due dates. All of the reading is required.

Quality Requirements

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

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 in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

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 provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

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 endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to http://www.mwsu.edu/student-life/disability.

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 WATC. 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.

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

Grade Appeal Process
Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

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/Standard Alignment Matrix

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
Community Inclusion in Local School Decisions	Competency 1 Competency 7 Competency 8
Community Based Organizations	Competency 8 Competency 11
Community Inventory	Competency 2 Competency 7 Competency 8

References/Scientifically-Based Research/Additional Readings:

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

2. Desravines, Jean, Jaime Aquino, and Benjamin Fenton. *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools.* Jossey-Bass, 2016.

3. Hiatt, Jeffrey M. *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, 2006.

4. Kotter, John P. *Leading Change.* Boston: Harvard Business Review Press, 2012.

5. Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations: Tools for Talking When Stakes Are High.* 2nd ed., McGraw-Hill Education, 2012.

6. Stone, Douglass, Bruce Patton, and Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most.* 10th anniversary ed., Penguin Books, 2010.