EDAD 5375/6375
School Communication & Community Relations
Course Syllabus
Fall 2017
THE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THE SYLLABUS AS NEEDED.

Professor: Rafael Silva Ed.D.
Phone: 361-946-1149
Email: Rafael.Silva@ccisd.us

Office Hours: Thursday- 6:00 to 7:00 p.m.
Class Time: 7:00 to 9:30 p.m.
Location: CS 114

I. Course Description
EDAD 5375 3 sem. hrs.
A study of the multidimensional role of school-community relations and administrative communication at the campus level. This course seeks to emphasize the importance of designing programs relating to the needs and problems of the school and its internal and external publics by employing analysis, oral and written communication formats, communication skills and processes, for a diverse democratic environment where citizen cooperation and involvement in school affairs are key to dynamic support and success of the school.

II. Rationale

This course is designed to assist campus administrators in obtaining public support for the school. The course will present theories, principles and practices to assist campus administrators in planning, utilizing and overseeing a school-community communications program.

III. State Adopted Proficiencies Administrators - TExES Competencies

Domain I – School Community Leadership – Competencies 1, 2, 3
Domain II – Instructional Leadership – Competencies 4, 5, 6
Domain III – Administrative Leadership – Competencies 7, 8, 9

1. Campus Culture - The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and
stewardship of a vision of learning that is shared and supported by the school community.

2. Communication – The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

3. Ethics – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

4. Instructional Leadership – The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

5. Instructional Program – The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

6. Staff Development – The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

7. Organization – The principal knows how to apply organizational, decision-making and problem solving skills to ensure effective learning environment.

8. Resources – The principal knows how to apply principals of leadership and management in relation to campus budgeting, personnel, resource utilization, financial, management and technology use.

9. Management – The principal knows how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

IV. TExES Competencies
(Please see Section III above)

V. Course Objectives and Outcomes

Upon completion of this course, the student will to be able to:

1. Relate the importance of public relations to the success of the school campus.
2. Relate the importance of public relations to the success of the campus administrator.
3. Assemble campus’ internal and external audiences and design specific
messages for each appropriate audience.
4. Assemble key communicators within the community.
5. Formulate a working knowledge using mass communications and interpersonal skills to influence stakeholders and community’s attitudes and perceptions.
6. Prepare an appropriate public relations policy and its goals to create or improve a school/community public relations plan.
7. Relate the importance of evaluation of a public relations plan.
8. Relate the need and use of public relations during crisis situations.

VI. Course Topics

*The major topics to be considered are:*

1. Strategies for measuring public opinion
2. Identifying internal and external publics within the community
3. Developing message construction
4. Principles of effective communication
5. Designing a PR Calendar
6. Developing PR plans and evaluations to measure effectiveness
7. Crisis management
8. Media sources

VII. Instructional Methods and Activities

This course will employ a variety of instructional methods to ensure understanding of the communication function in education and the administration within schools. Among these methods employed will be the traditional lecture/discussion; clinical experiences with group presentations and guided discovery and interaction.

VIII. Evaluation and Grade Assignment

There will be a presentation from a community project on school communications/community. The Del Mar College Parent Academy/Partnership with CCISD & the Corpus Christi Chamber of Commerce will provide the students with a real world experience on a college awareness initiative. Each student will participate in the planning and implementation of a Parent University/Academy Family Engagement Evening. The student will also develop a public relations plan/strategy for a school campus as a culminating feature of the course. Students will be expected to participate
and to interact in a variety of activities relating to the public relations and communications functions of an administrator. There will be periodic assignments related to course work and a comprehensive final examination. Grading will be based upon the presentation, group and individual initiative, completion of the periodic assignments, the public relations plan and the comprehensive final examination. The grade scale will be traditional in that it will be designated that:

A--exceeds expectations
B--meets expectations
C--is below expectations

Presentation 15%; Parent University/Academy Planning-15%; PR Plan/Crisis Plan-30%; Final 25%; Class Participation & Attendance-15%

*Doctoral students will have an accompanying research paper with the presentation with APA citations and complete bibliography.

IX. Course Assignments and Activities:

Week 1, August 31
Review Syllabus and Class Expectations
Pre-Test: Communication and Community Relations

Week 2, Sept 7
Read Chapter 1, 2 and Chapter 3 in our text *The School and Community Relations*. Reflect on Chapters individually, small group, then whole group in class--Case Study Review

- Begin planning the parent academy to be hosted at a middle school (TBA)

Case Study Analysis—email Dr. Silva your responses to the case study by the next class meeting.
For next class meeting bring a copy of your **Continuous School Improvement Plan**—If you do not work at a campus, I will have one for you.

**Week 3, Sept 14**

Review Case study Analysis

Review Continuous School Improvement Plans—Framework components of the plan

- Continue with the planning the parent academy to be hosted at a middle school

**Week 4, Sept 21**

Discuss the importance of the development of a Continuous School Improvement Plan

Read Chapters 4, 5, & 6 in *The School and Community Relations*. Reflect on Chapters individually, small group, then whole group in class

- Finalize our Parent Academy activities for the Middle School

**Week 5, Sept 28**

**Black Board Assignment**

(Case Study)
Week 6, Oct 5
Parent Academy Initiative – Class will be held at a middle school – Location TBA

Week 7, Oct 12
Parent Academy Initiative – Class will be held at a middle school – Location TBA
College Night (CCISD)

Week 8, Oct 19
Parent Academy Initiative – Class will be held at a middle school – Location TBA
Graduation for the Families who attended the Parent Academy
Discussion on creating a Public Relations and Crisis Plan with one of the schools in the Corpus Christi Independent School District. (CCISD)
We will discuss meeting dates with assistant principals from the schools to work with you on the PR Plan.

Week 9, Oct 26
Black Board Assignment

Week 10, Nov 2
Read Chapters 7, 8 and 9, 10 in our text, The School and Community Relations.
Reflect on Chapters individually, small group, then whole group in class
Case Study Analysis—look for strengths, challenges and implications

Continue discussion on creating a Public Relations and Crisis Plan with one of the schools in the Corpus Christi Independent School District. (CCISD)
We will discuss meeting dates with assistant principals from the schools to work with you on the PR Plan.
Guest Speaker (High school Principal),
Director for Communications CCISD
(Tentative)

Week 11, Nov 9
Presentation of your Public Relation /Crisis Plan to the class-(format of PPT, Prezi, etc)

Week 12, Nov 16
Black Board Activity: Questions (questions will be posted at 7:00 p.m.)
Read Chapter 11, 12, 13

Week 13, Nov 30
Presentation of your Public Relation /Crisis Plan to the class-(format of PPT, Prezi, etc)

Week 14, Dec. 6
Final Examinations (Case Studies)

X. Textbook
The textbook adopted for this course is:

XI. Bibliography
Knowledge base that support content and procedures:
XII. **Policy on Academic Dishonesty:**

Academic dishonesty, in all forms, including plagiarism, is not tolerated. All written assignments must be in your own words and all quotes and citations from others must be acknowledged in acceptable APA format giving appropriate credit and acknowledgment. Students found responsible for violating this rule and engaging in any form of academic dishonesty will be prosecuted to the fullest extent of University Regulations (see current...
TAMUCC catalog and student handbook). Please understand the seriousness and recognize it is the student’s responsibility to become acquainted with these regulations and policies. Additionally, students are not to use the same materials for other classes as each class has a different focus. All student work may be subject to scrutiny by a commercial computer program, Turnitin, designed to detect plagiarism and to verify originality of submitted work.

XIII. Students Needing Veterans Assistance:

Students needing assistance with the transition from military to academic life or with appropriate veterans benefits should contact the Veterans affairs Office in Cubicle 101 of the Student Services Center or telephone 361.825.2331 or email them.

XIV. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XV. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provide comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

XVI. Course Expectations

The Educational Administration Program encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The Program will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule
and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

1. Students are expected to engage as co-participants in this course working closely and consistently with professor and student colleagues.
2. Students are expected to show human concern for each of those with whom they work and study, while presenting a positive attitude and professional demeanor.
3. Students are expected to attend each class meeting and inform the instructor in advance if an emergency arises.
4. Just as students expect instructors to be prepared, students are expected to come to class prepared, having read assignments beforehand in order to contribute fully and thoughtfully to class discussions.
5. Students are expected to work with team members collaboratively and obtain their input when working on group exercises and projects.
6. Students are expected to engage respectfully in a dynamic classroom environment, creating and maintaining a safe place in which ideas can be explored, shared, and evaluated.
7. Students are expected to submit work that meets the academic honesty standards of Texas A&M Corpus Christi.
8. Students are expected to respect the rights and dignity of each member of the campus community.
9. Students are expected to contact the instructor with questions, concerns, or issues that need to be addressed.