Henderson State University
Teachers College
Department of Advanced Educational Studies
Division of Educational Leadership
M.S.E. – Educational Leadership

A. Course Title: EDL-6343 School and Community Relations and Resources

B. Catalog Description: The course will provide the student with the knowledge and dispositions needed to facilitate and engage in effective collaboration with both internal and external publics within the school and community. Emphasis will be placed on involvement of all stakeholders in the development and implementation of an effective school-community relations program that mobilize community resources needed to ensure success of all children.

C. Purpose: The major purpose of this course is to help school leaders in working effectively with all stakeholders in the community that are served by the school so that collaboratively they may provide adequate and equitable educational opportunities for all.

D. Required Text: NONE

Recommended Text: The School and Community Relations (10th ed.)
ISBN: 978-0-13-707251-4 (or you may use an early 9th edition)

E. Conceptual Framework: The vision of Teachers College, Henderson State University is to educate professionals who make a positive difference in individuals’ lives. In conjunction with this vision, Teachers College values excellence in its educational endeavors. Furthermore, the college cherishes an academic environment which exemplifies professional conduct, cooperation, integrity, and industry within the context of a democratic ethic, which can best summed up in its motto: “Teaching for learning for all.”

F. Mission Statement: The HSU Educational Leadership MSE program prepares candidates for K-12 building level leadership and curriculum administrator roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader’s skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

3 Goals:

1. Knowledge: To graduate students with the knowledge necessary to pass the building level leader licensure examination (SLLA) and to succeed as a building level administrator.
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a building level administrator.
3. Collaboration: To graduate building level leaders with the ability to work collaboratively with all stakeholders of a school district

6 Dispositions
1. We are professionals.
2. We value diversity.
3. We are fair to all students.
4. We have a sense of efficacy.
5. We care for students and their families.
6. We are reflective.

G. Use of Technology:
Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The use of multi-media will be employed in the delivery of instruction. Candidates will be linked via listserv and other web-based technology for continual communication with the professor and class colleagues. The courses will address the National Educational Technology Standards for Administrators (NETS-A).

1. Visionary Leadership. Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

2. Digital-Age Learning Culture. Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

3. Excellence in Professional Practice. Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

4. Systemic Improvement. Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.


H. Diversity: The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal—*from many, one!* The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

I. Students with disabilities: It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource
Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you do so. For more information, visit the DRC website at www.hsu.edu/disability.

J. **Objectives:** At the conclusion of EDE 6343-School Community Resources and Relationships, the candidate will:

1. Be able to identify several definitions of school community/public relations and the need for parental/community involvement (ELCC 4.1.b)
2. Understand the role and responsibilities of school board, superintendent, central administration/director of school-community relations, building level employees in promoting school-community relations (ELCC 4.1.a; 4.1.b)
3. Exhibit knowledge and understanding of the data collection in developing a profile of the school and community that reflects its demographical, sociological, economical and geographical composition (ELCC 4.2.b; 6.1.e; 6.1.f; 6.1.g)
4. Understand and analyze the needs of both internal and external stakeholders within the school and community structure (ELCC 4.1.a; 4.1.b; 5.1.a)
5. Examine various strategic planning models of effective school community relations with focus on developing school board policies, core beliefs, mission and vision statements that foster public support of schools (ELCC 3.3.a; 4.1.b; 4.1.d; 4.1.f; 6.3.a)
6. Analyze and design a plan of two-way system of communication between the school and community with particular attention on being proactive in responding to sensitive issues in a pluralistic community (ELCC 3.2.b; 4.2.a; 5.1.a; 5.2.a)
7. Develop strategies for effectively working with the media, such as radio, television, newspaper, etc. (ELCC 4.1.h)
8. Examine ways of enhancing school community communication with use of technology, such as the internet, websites, e-mail, PDA, electronic billboards, etc. (ELCC 3.3.d; 4.1.d; 6.2.a)
9. Devise and launch a successful Millage campaign (ELCC 4.3.c)
10. Develop a school community relations plan designed to effectively work with all stakeholders in a manner that promotes ongoing input, support and collaborative partnerships (ELCC 4.1.c; 4.1.d; 4.1.g; 4.3.a 4.3.c; 6.2.a; 6.3.a; 6.3.b)
11. Understand the need for and how to develop a school crisis plan with attention to FOI and other pertinent laws that must be adhered to when responding to various crisis situations (ELCC 5.3.a; 6.1.h)

K. **Course Outline:**

*I. Essential Considerations*
1. The Importance of Public Relations
2. Public Character of the School
3. Understanding the Community
4. Policies, Goals, and Strategies
5. Administering the Program

*II. Relations with Special Publics*
6. The Communication Process
7. Communicating with Internal Publics
8. Communicating with External Publics
9. Crisis Communication
10. Communication about School Services and Special Events

III. Communication Tools
11. Working with the Press
12. Radio, Television, Exhibits, and Presentations
13. Preparing Online Communications
14. Preparing Published Materials
15. Conducting Special Issue Campaigns
16. Communicating School Finance Issues

IV. Evaluation
17. Assessment and Accountability

L. Field Experience Requirements:
   a. Prepare a school community profile by collecting, analyzing, preparing and disseminating data concerning school demographics, student achievement, government lunch, attendance, standardized test scores, Arkansas State Department of Education state-wide comparison information, school budget, millage rate, diversity, Department of Human Services poverty index, and Juvenile Court infractions. Analysis of community involvement in the school and the school’s service to the community will be considered in the final document which will include recommendations for cooperation of the community in realizing the school vision. (ELCC 1.2.b; 1.5, 4.2.b; 6.1.e; 6.1.f; 6.1.g)
   b. Each student will work with his/her local school/institution to complete a Professional Learning Community Questionnaire to determine strategies which will lead to improved policies to affect student learning. (ELCC 1.2.a; 2.1.a.; 4.1.; 4.1g; 4.4.a; 4.3.c; 6.2.a; 6.3.a; 6.3.b)
   c. Each student will present an appropriate school-community project which will lead to improved policies or community involvement to affect student learning. (ELCC 1.4.b.; 2.1.a.2.2.b.; 2.3.d.; 3.1.a.; 6.1.a.

M. Evaluation:

Course Evaluation Portfolio: A portfolio is an individualized collection of purposeful, interrelated materials which is ongoing and flexible. The portfolio becomes an assessment tool, which leads to self-improvement through the development of reflective thinking and inquiry. The portfolio experience also provides a model for the continuous professional development of educational administrators in the world of practice.

Action Research: All MSE degree candidates, building level leader program of study candidates and curriculum administrator program of study candidates are required to carry out an Action Research Project-Impacting Student Achievement.
The candidate will identify a student achievement need, plan and implement an intervention, and measure the impact of the intervention on improving student achievement.

The research will be conducted throughout the candidate’s program of study and the results will be presented at the end of the candidate’s internship (EDL 6533 Leadership Internship, EDL 6653 CPA Internship for Special Education Supervision, or EDL 6643 Internship for Curriculum Specialist).

Steps for the Action Research Project:

1. Instructions for Action Research Project given during Fall or Spring Orientation.
2. Action Research Proposal and Advisor’s approval during first semester of a candidate’s program.
3. Advisor monitors candidate’s progress throughout the program.
4. Midway Review by Faculty Committee after 12 hours for Program of Study candidates or 15 hours for MSE degree candidates.
5. Advisor monitors candidate’s progress throughout the program.
6. Advisor checks and gives final approval during internship semester.
7. Action Research results presented to Faculty Committee at the end of the candidate’s Internship.

N. Attendance Policy: Attendance in this class is essential for its success not only for each student but for the class as a whole. You should plan on attending each class unless prevented by circumstances beyond your control.

O. Student Handbook Policy: Henderson State University complies with federal and state legislature that protects students’ rights. A listing of all applicable federal and state statutes can be found in the Graduate Catalog. For information or questions, please contact the General Counsel to the President, Room 308, Womack Hall, HSU Box 7744 1100 Henderson Street, Arkadelphia, AR 71999-0001, phone (870) 230-5089. Information may also be accessed through www.hsu.edu.

P. Academic Honesty: Students will be expected to be aware of the policies on academic honest on pages 69 and 70 of the student handbook. Any use of the work of other students or plagiarized work will be subject to the consequences stated in the handbook.

Q. Bibliography:


