Graduate Course Syllabus

EDU 765: School and Community Relations
Center: Online

Course Prerequisites
None

Course Description
This course explores relationships with the broader community to foster learning. Students learn how to engage stakeholders, create and communicate a school vision of learning, develop community collaboration skills, capitalize on the diversity of the school community, and use the cultural context of the larger community to develop activities and policies that benefit students and their families. This course makes use of individualized programs of study and experience.

Course Outcomes
- Demonstrate knowledge of how to apply comprehensive community relations models by including stakeholders in decision making and policy development
- Demonstrate how to use collaborative models to lead the development of a school vision and communicate the vision in a way that is sensitive to the needs and diversity of the community
- Demonstrate how to use appropriate and effective communication and group processing skills to build consensus and resolve conflict in order to link resources to the instructional vision
- Demonstrate how to build a community of collaboration, including how to establish partnerships with business, community, government, and higher education groups and look for opportunities to offer school resources to serve the community
- Demonstrate how understanding the diversity of the larger community influences the educational enterprise, and how to use the cultural context of the larger community to develop activities and policies that benefit students and their families

Required Materials
Using your learning resources is critical to your success in this course. Please purchase directly through the SNHU Online Bookstore rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

School-Community Relations
Douglas J. Fiore
Routledge

4th Edition
2016
ISBN: 978-1-138-82341-9

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	18	12	216
Short Papers	4	50	200
Presentations	3	28	84
Midterm Exam	1	100	100
Blog Discussion	1 (Summative)	100	100
Developmental Capture	1	50	50
Critical Task	1 (Summative)	250	250
			Total Course Points: 1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk & Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

Note: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	Aligning Core Values and Philosophies of Education
	1-1 Discussion: Core Values and Beliefs
	1-2 Short Paper: Core Values and Philosophy Profile
	1-3 Developmental Capture: Short Paper: Philosophy of Learning Action Plan
2	Redefining School and Community Relations
	2-1 Discussion: Community Demographics
	2-2 Discussion: Visionary Alignments
	2-3 Critical Task: Final Research Paper: Consensus-Building Techniques
	2-4 Short Paper: Important Community Groups
3	Public Opinion
	Reading: *School-Community Relations*, Chapters 1 and 2
	3-1 Discussion: Prioritizing Educations
	3-2 Discussion: Community Relationships
	3-3 Self-Check: Leadership Styles Quiz
	3-4 Philosophy of Learning Action Plan Chalk and Wire
	3-5 Developmental Capture: Short Paper: Philosophy of Learning Action Plan

Module	Topics and Assignments
4	Developing a Public Information Plan
	Reading: *School-Community Relations*, Chapters 3 and 4
	4-1 Discussion: Positive School-Community Relations
	4-2 Discussion: Schools Members' Contributions
	4-3 Presentation: School Community Speech
	4-4 Critical Task: Final Research Paper: Milestone One: Consensus-Building Techniques Outline
5	Communicating with the Public
	Reading: *School-Community Relations*, Chapters 5 and 6
	5-1 Discussion: Engaging School Employees
	5-2 Discussion: Engaging External Publics
	5-3 Blog Discussion
	5-4 Short Paper: Ethnographic Study
6	Communications
	Reading: *School-Community Relations*, Chapter 8
	6-1 Discussion: Budgeting Email
	6-2 Midterm Exam
7	The Media
	Reading: *School-Community Relations*, Chapters 7 and 9
	7-1 Discussion: Media Announcement
	7-2 Discussion: Effects of Social Networking
	7-3 Blog Discussion: School and Community Websites
	7-4 Blog Discussion: Social Networking
	7-5 Critical Task: Final Research Paper: Milestone Two: Consensus-Building Techniques Detailed Outline
8	Delivering the Message
	Reading: *School-Community Relations*, Chapter 10
	8-1 Discussion: Face-to-Face Meetings
	8-2 Discussion: Large Group Presentations
	8-3 Short Paper: Community Event Promotion
	8-4 Presentation: NHS Induction Ceremony
9	Communication in a Crisis Situation
	Reading: *School-Community Relations*, Chapter 11
	9-1 Discussion: Communicating During a Crisis
	9-2 Discussion: Crisis Press Release
	9-3 Critical Task: Final Research Paper: Milestone Three: Consensus-Building Techniques Rough Draft
10	Incorporating the Message Into School Events
	Reading: *School-Community Relations*, Chapter 12
	10-1 Discussion: Open Houses and Parent-Teachers Conferences
	10-2 Discussion: Repetitious Communications
	10-3 Critical Task: Final Research Paper: Consensus-Building Techniques Chalk and Wire
	10-4 Critical Task: Final Research Paper: Consensus-Building Techniques
	10-5 Final Presentation: Consensus-Building Techniques

Critical Task: Final Research Paper: Consensus-Building Techniques

The final project for this course is the creation of a consensus-building techniques research paper for school organizations. Based on the knowledge obtained in this course and previous coursework, you will examine various consensus-building models, methods, and techniques for school organizations. Your research will investigate diversity and the larger community that make up the school community and how to incorporate and align the visions of both successfully. You will also present the findings of your paper in a presentation (PowerPoint with slides and/or voice narration) to the class. Make sure to include topics discussed throughout this course.

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the full attendance policy.

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the full late assignment policy.

SNHU Student Handbook

Review the student handbook.

ADA/504 Compliance Statement

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities.

The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. A disability is a condition or impairment that impacts a "major life activity" or "major bodily function."

- **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

- **Major bodily functions** include, but are not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Disabilities include physical, medical (including pregnancy), mental health, and learning needs.

At the beginning of each term, or as soon as you become aware of a disability or accessibility concern, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be

qualified. Reasonable accommodations are established through an interactive process between the student and the OAC.

Note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of a disability and its impact is received and an accommodation letter has been processed. If you are unsure whether your condition qualifies as a disability or accessibility concern, please contact the OAC for determination.

Contact Information:
Online Accessibility Center
Phone: 866-305-9430
Email: oac@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, please visit the Online Accessibility Center website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the Disability and Accessibility Services website.

Academic Honesty Policy
Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the full academic honesty policy.

Copyright Policy
Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the full copyright policy.

SNHU Withdrawal Policy
Review the full withdrawal policy.

Southern New Hampshire University Policies
More information about SNHU policies can be found on the policy page.

Student Work Samples
For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the Student Work Sample Survey.