

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 646

SCHOOL-COMMUNITY RELATIONS

COURSE DESCRIPTION

Concepts and specific techniques in school-community relations involving the development and maintenance of purposeful programs of communication and collaboration between school personnel and the community. Includes appropriate field projects relating theory to practice.

RATIONALE

School administrators and prospective school administrators who aspire to be adequately prepared in the development of effective school-community relations will find this course helpful. This course meets licensure standards mandated by the Commonwealth of Virginia. A student qualifying for admission into the Educational Administration Graduate Program at Liberty University should consider this course as one of the required courses in this program.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Articulate biblical principles that relate to the relationships and interactions of human beings with each other as individuals and/or in communities.
- B. Demonstrate principles of effective communication skills, including consensus building, negotiation, and mediation skills.
- C. Identify emerging issues and trends related to schools and their internal and external communities.

- D. Apply professionalism in collaborating with members of the school community to support the school's goals and enhance its collective capacity.
- E. Discuss appropriate public relations and public engagement strategies and processes.
- F. Demonstrate an understanding of resource management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models.
- G. Create a practical, workable plan for aligning available resources into a collaborative effort between the school and community.
- H. Integrate technology into the communication process.

V. VDOE COMPETENCIES MET IN THIS COURSE FOR SCHOOL ADMINISTRATORS

- A. 1.b.7 Effective communication skills including consensus building, negotiation, and mediation skills.
- B. 1.c.2 Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community.
- C. 1.c.3 Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models.
- D. 1.d.1 Emerging issues and trends within school/community relations.
- E. 1.d.2 Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population.
- F. 1.d.3 Developing appropriate public relations and public engagement strategies and process.
- G. 1.d.4 Principles of effective two-way communication, including consensus building and negotiation skills.
- H. 1.d.5 Integration of technology to support communication efforts.
- I. 1.e.4 Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity.
- J. 1.e.5 Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.
- K. 1.f.3 Identify and respond to internal and external forces and influences on a school.
- L. 1.f.4 Identify and apply the processes of educational policy development at the state, local, and school level.

- M. 1.f.5 Identify and demonstrate ways to influence educational policy development at the state, local, and school level.
- N. 1.g.1 Experiential activities that complement, implement, and parallel the university curriculum.
- O. 1.g.2 Activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.

VI. ELCC STANDARDS MET IN THIS COURSE FOR SCHOOL ADMINISTRATORS

- A. 4.1 Collaborates with Families and Other Community Members
- B. 4.2 Responds to Community Interests and Needs
- C. 4.3 Mobilizes Community Resources
- D. 6.1 Understands the Larger Context
- E. 6.2 Responds to the Larger Context
- F. 6.3 Influences the Larger Context
- G. See complete description of standards at:
http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

VII. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and journal articles
- B. Course Requirements Checklist
After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (3)
Discussion boards are collaborative learning experiences. Therefore, the candidate will complete 3 Discussion Board Forums throughout this course. The candidate will submit a thread of at least 450 words in response to a prompt, and then reply with at least 200 words each to at least 2 classmates. For each thread, the candidate must support his/her assertions with at least 2 citations in current APA format. Each reply must cite at least 2 sources. Acceptable sources include the textbooks, the Bible, videos, and/or related articles.
- D. School-Community Demographic Study
The candidate will complete a demographic study using at least 2 references. This paper must be formatted according to current APA style, submitted through SafeAssign, and include a reference page. This assignment will also be submitted in LiveText as part of the Benchmark Assignment.
- E. School-Community Needs Assessment
The candidate will compile a needs assessment using at least 3 references. This paper must be formatted according to current APA style, submitted through

SafeAssign, and include a reference page. This assignment will also be submitted in LiveText as part of the Benchmark Assignment.

F. School Board Meeting Critique

The candidate will attend a school board meeting and write a 2–3-page critique using the template provided.

G. Community Resources Report

The candidate will write an analysis of community resources. This report must include an annotated directory, a reference page, at least 2 sources, and must be formatted according to current APA style. This assignment will also be submitted in LiveText as part of the Benchmark Assignment.

H. Practicum Requirements Skills Summary

The candidate will complete 30 practicum hours by spending time in a school and by attending local school and community events.

I. Interview with Principal Reflection

The candidate will interview a principal using the template provided. This assignment must be 1–2 pages.

J. Written Press Release

The candidate will write a 1–2-page press release using the guidelines provided in the text. This assignment must be formatted according to current APA style and must be submitted through SafeAssign.

K. School-Community Service Proposal

The candidate will write a proposal as the final stage of the Benchmark Assignment for this course. The candidate will use the demographic study, needs assessment, and community resources report completed in previous modules/weeks to develop a plan for community service. This assignment requires at least 2 references, must be formatted according to current APA style, and must be submitted through SafeAssign. This assignment must be submitted in both Blackboard and LiveText.

L. Tests (4)

The candidate will complete 4 tests based on the assigned textbook readings. These tests are a combination of multiple-choice questions and essay questions and are open-book/open-notes.

VIII. COURSE GRADING AND POLICIES**A. Points**

Course Requirements Checklist	10
Discussion Board Forums (3 at 50 pts ea)	150
School-Community Demographic Study	80
School-Community Needs Assessment	80
School Board Meeting Critique	100
Community Resources Report	80
Practicum Requirements Skills Summary	80
Interview with Principal Reflection	100
Written Press Release	50
School-Community Service Proposal	80
Tests (4 at 50 pts ea)	200
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

Candidates with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

EDUC 646

Textbook: Moore et al., *The School and Community Relations* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Moore et al.: chs. 1–3 1 presentation	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement Field Request DB Forum 1	10 0 0 0 50
2	Moore et al.: chs. 4–5 2 presentations	Practicum Proposal Form School-Community Demographic Study Test 1	0 80 50
3	Moore et al.: chs. 6–8 2 presentations 1 article	School-Community Needs Assessment	80
4	Moore et al.: chs. 9–10 Crisis Management Workbook 1 presentation 1 article	DB Forum 2 Test 2	50 50
5	Moore et al.: chs. 11–12 1 presentation 1 article	DB Forum 3 School Board Meeting Critique	50 100
6	Moore et al.: ch. 13 1 presentation 1 article	Community Resources Report Test 3	80 50
7	Moore et al.: chs. 14–15 1 presentation	Practicum Requirements Skills Summary Interview with Principal Reflection Written Press Release	80 100 50
8	Moore et al.: ch. 16 1 presentation	Field Experience Summary (FES) Field Experience Assessment (FEA) School-Community Service Proposal Test 4	0 0 80 50
TOTAL			1010

DB = Discussion Board

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.