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. 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 5–8-page 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 3–5-page 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 a 5–8-page 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 3–5-page 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (3 at 50 pts ea)</td>
<td>150</td>
</tr>
<tr>
<td>School-Community Demographic Study</td>
<td>80</td>
</tr>
<tr>
<td>School-Community Needs Assessment</td>
<td>80</td>
</tr>
</tbody>
</table>
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
D- = 760–779   F = 0–759

C. LiveText Submission Policy
Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy
If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.
Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g., death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance
Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
### COURSE SCHEDULE

**EDUC 646**

Textbooks: Drexler, *Schools as Communities* (2007).  

<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1           | Drexler: ch. 1  
Moore et al.: chs. 1–3  
1 presentation | Course Requirements Checklist  
Class Introductions  
Advising Guide Quizzes  
Field Request  
DB Forum 1 | 10  
0  
0  
0  
50 |
| 2           | Drexler: chs. 15–16  
Moore et al.: chs. 4–5  
2 presentations | Practicum Proposal Form  
School-Community Demographic Study  
Test 1 | 0  
80  
50 |
| 3           | Drexler: chs. 8, 11  
Moore et al.: chs. 6–8  
2 presentations  
1 article | School-Community Needs Assessment | 80 |
| 4           | Drexler: ch. 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           | Drexler: ch. 17  
Moore et al.: chs. 14–15  
1 presentation | Practicum Requirements Skills Summary  
Interview with Principal Reflection  
Written Press Release | 80  
100  
50 |
| 8           | Drexler: ch. 18  
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.