

## **EDL 702 School-Community Relations**

Credit hours: 3

### **Course Description**

Study of the public relations problems including reporting to parents and acquainting the community with the purposes, methods, accomplishments, and needs of the school. School-community activities that are initiated from within the school, those that are initiated from without the school, and those activities that are initiated jointly by the school and the community to improve relations are reviewed, analyzed and evaluated. Special emphasis is given to the importance of the role of the educational leader in school-community relations.

### **Conceptual Framework**

#### **Southeastern Louisiana University College of Education and Human Development Conceptual Framework**

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. All aspects of this course are aligned with the Conceptual Framework, including the course objectives, field experiences and assessments. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (DV) and Technology (TY).

The following is the link to the conceptual framework on the COEHD website:

[http://www.selu.edu/acad\\_research/colleges/edu\\_hd/about/conceptual\\_framework/](http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/)

### **Course Objectives**

1. Identify effective district and individual school web sites. [PS, CK]
2. Differentiate between public relations and school-community relations. [CK]
3. Describe an effective school-community relations plan. [CK]
4. Explain what roles all staff members play in school-community relations. [CK]
5. Describe various methods for communicating with internal and external publics. [CK]
6. Articulate the importance of sensitivity to various publics in a pluralistic society. [CK]
7. Demonstrate the ability to deliver an effective impromptu speech to a group. [SM, CK]
8. Describe various techniques for assessing public opinion (e.g., survey instruments, sociological inventories, etc.). [CK]
9. List several methods for obtaining demographic information about a community. [CK]
10. Create an original project that will enhance school-community relations. [SM, KL]
11. Describe methods for soliciting volunteer support, training volunteers, and evaluating a volunteer program. [CK]

12. Describe various methods of motivation and discuss their practical applications for motivating staff. [CK, KL]
13. Describe effective strategies for soliciting parent and community support for the educational process. [CK, SM]
14. Explain various techniques for establishing positive relationships with the media. [CK]
15. Write effective public service announcements and news releases. [SM, CK, KL]
16. Understand the importance of personal qualities and personal development of all staff members as they relate to school-community relations. [CK]

**Diversity**

Students will be prepared to function in a diverse environment and/or community.

**Technology**

Students will be prepared to utilize technology in their professional environment or practice.

**Methodologies**

Teaching strategies may include, but is not limited to discussions, lecture, demonstrations, group work, field experiences, and on-line instruction. Course content will be drawn from theory and research, from student experiences, and from discussions in and out of class sessions.

**Field Experiences**

Field experiences may be required in this course in order to meet the course objectives.

**Course Assessment/Evaluation Method**

Students will be evaluated through a combination of methods including, but not limited to written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

As students complete any professional development activities, they are required to enter them into PASS-PORT.

**Unit (COEHD) Assessment**

Artifacts to be designated by the instructor will be placed in the student's Portfolio on PASS-PORT, the unit's required electronic portfolio system.