

Murray State University
Common Course Syllabus

Revised November 7, 2007

DEPT: ELC

COURSE NUMBER: ADM 624

CREDIT: 3

- I. Catalog Description: A study of the local community and its relationship to the school program, an analysis of proven communication processes and principles and their use in two-way communication strategies to strengthen school resources. **Field research project required.**
- II. Purpose: To help the student develop an understanding of the local community structure and the skills necessary for effective two-way communication to strengthen the schools resources.

Principles, dispositions and skills consistent with the Interstate School Leader Licensure Standards (ISLLC), the Technology Standards for School Administrators (TSSA), and the professional Code of Ethics for Kentucky School Certified Staff are incorporated into this course in ways consistent with the purpose of the course and individual student readiness. The unit's theme of the reflective decision-maker is emphasized, as students are required to reflect upon course experiences as part of the learning process and the unit's conceptual framework of teacher as leader is addressed as course experiences and the program as a whole are focused upon the development of leaders. NCATE expectations with regard to KERA Initiatives and EPSB themes are incorporated through courses as consistent with the scope of each course. NCATE expectations with regard to KERA Initiatives and EPSB themes are incorporated through courses as consistent with the scope of each course. KERA Initiatives: Core Content 4.1- K; Program of Studies- K; Learner Goals and Expectations-K: EPSB Themes: Diversity-A; Assessment- A; and Literacy-K.

III. Course Objectives:

Through readings, discussion, and action research, students will:

- A. Assess and develop personal communication style. (ISLLC Standards III, IV and V)
- B. Develop and understand a profile of their school community— demographics, power and leadership, attitudes and opinions. ISLLC Standards I, IV and VI)
- C. Identify internal and external publics, issues and concerns of the variety of publics, and methods to communicate with the variety of publics. (ISLLC Standards I, II, III, IV and VI)
- D. Develop an understanding of and skills necessary to work with communications media (ISLLC Standards IV and VI)

- E. Develop skill in using communication tools and sensitivity to their impact on the various publics (ISLLC Standards I, II, IV, V and VI)
- F. Identify the elements necessary to planning a proactive program for school relations within the school community. (ISLLC Standards I, IV, V and VI)
- G. Know legal issues relating to the school and the communication functions. (ISLLC Standards I, IV, V and VI)
- H. Identify resources to aid the school and community relationships. (ISLLC Standards I, III, IV and VI)
- I. Develop assessment plans and methods for school and community relations. (ISLLC Standard IV)
- J. Complete a selected field experience to enhance the practical application of school community relations. (ISLLC Standards I and IV)
- K. Prepare to work with crisis in the school community (ISLLC Standards I, III, IV V and VI)
- L. Develop strategies for working with groups including consensus building and conflict resolution. (ISLLC Standards I, II, III, IV, V and VI)
- M. Develop community-building activities. (ISLLC Standards I, III, IV and VI)
- N. Learn skills and techniques for building business/education partnerships. (ISLLC Standards IV, V and VI)
- O. Use technology to support school and community activities: Internet, data sources, word processing, PowerPoint, graphics, web site development, and others. (ISLLC Standards II, III, and VI)

IV. Content Outline:

- A. The importance of communication with the school community (ISLLC Standards I, IV and VI)
- B. Assessment of personal communication style (ISLLC Standards I, II, III, IV, V and VI)

- C. The community profile (ISLLC Standards I, III, IV, and VI)
- D. Power and leadership in the community (ISLLC Standards I, II, IV, and VI)
- E. Internal and external publics (ISLLC Standards I, II, IV and VI)
- F. Assessing public opinion (ISLLC Standards I, II, III, IV, V and VI)
- G. Resources for effective school/community relations (ISLLC Standards IV and VI)
- H. Legal concerns (ISLLC Standards V and VI)
- I. Working with the media (ISLLC Standard IV, V, and VI)
- J. Preparation for working with crisis in the school community (ISLLC Standards I, II, III, IV, V and VI)
- K. Strategies for working with groups (ISLLC Standards I, II, III, IV, V and VI)
- L. Communication strategies for working with a variety of publics (ISLLC Standards I, II, III, IV, V and VI)
- M. Working with the business community (ISLLC Standards IV and VI)
- N. Building a communications plan (ISLLC Standards I, II, III, IV, V and VI)
- O. Consensus building and conflict resolution (ISLLC Standards I, II, III, IV, V, VI)
- P. Assessing school/community relationships (ISLLC Standards III, IV, V and VI)

V. Instructional Activities:

1. Collect community facts as per handout and compile a community profile. (Things that will aid in deeper understanding of the local community as a whole and as individual segments) Be sure to include at least 5 web sites that you used for this project. Prepare the profile as indicated and attach sources as an appendix. **(150 points)**. Write a reflection on this activity indicating what you learned. **(15 points)**.
2. Develop a power or influence structure for the local community describing the method used to collect data. Write a reflection. **(35 points)**. **One copy in Profile, One to Professor.**
3. Prepare and publish a one-page (front and back) newsletter for your school; copy presented to professor and post on Blackboard. **(50 points)**
4. Read and submit an abstract of a current article (no more than 2 years old) concerning school and community and communication in education. Post your reflection of the article on Blackboard. **(25 points)**
5. Gallup Poll Exercise, to be determined in class. **(25 points)**
6. Conduct and summarize an interview with a community leader. **(75 points)**

7. Collect media releases (minimum of 5 per week) about your local school district. Prepare and present data (form provided) on topics about school communication at any level. Be sure to include your reflection. **(50 points)**
8. Provide a building-level communication plan and identify activities for eight (8); four internal publics and four external publics. Prepare a complete description of the 8 activities that you plan. Indicate the need for each activity and your reflection. **(100 points)**

VI. Field and Clinical Experiences:

- A. Portfolio Entries developed
- B. On Demand Tasks
- C. An individually selected problem related to school communications which encompasses ten (10) clock hours of work with a currently practicing public school administrator, will be completed during this course. This will be the completed product and/or description of your activity and your reflection on what you learned. **(100 points)**

VII. Grading Procedures:

Final grade computation will be as follows:

A = 92% to 100%

B = 91% to 80%

C = 79% to 70%

Below 70% = Does not meet MSU graduate program requirements.

VIII. Attendance Policy:

Students are expected to attend all class sessions and be on time. **Unexcused absences may result in a one-letter grade reduction per absence.** If mitigating circumstances exist, please contact the instructor by telephone on or before 7:30 a.m. the morning of the class to be missed.

IX. Academic Honesty Policy:

Cheating, plagiarism (submitting another person's material as one's own, or doing work for another person, who will receive academic credit) are impermissible.

This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

X. Cell Phone Usage:

Please make sure that you turn your cell phone to silent during class. This can be annoying and is disrespectful to those around us.