

Gallaudet University
Graduate School and Professional Programs
Department of Administration and Supervision

ADM 865: School and Community Relations
Credits: Three Graduate Credits
Course Syllabus, Fall 2008
Class Schedule: Thursdays, 5:00-8:00 PM

Dr. Madan M. Vasishta

Madan@vasishta.net

Madan.Vasishta@gallaudet.edu

Phone: 202-651-5525

Office: 207 Fowler Hall

Office Hours: By appointment

Pre-requisite: Instructor's permission

1. Gallaudet Graduate School Mission Statement

The Graduate School at Gallaudet University draws on Gallaudet's rich heritage, distinguished faculty and staff, and ASL-English bilingual environment to carry out its multifaceted mission to:

- prepare deaf, hard of hearing, and hearing scholars, leaders, and practitioners from diverse backgrounds to excel in their professions and disciplines; and
- generate knowledge, via research and other scholarly activities to inform theory and practice in the professions and disciplines represented by graduate programs.

The knowledge, skills, and dispositions addressed in the various graduate programs are aligned with professional accreditation standards as well as the Graduate School's own high academic expectations.

2. Course Description

This course focuses on current issues of importance and emerging trends in the creative leadership and management of school, community and homes in order to achieve successful support for programs. Concentration is on the broadest understanding of special program relations and diverse publics, including people who are disabled. Each topic will begin with an overview of the theoretical underpinnings, current practices and strategies in order to develop effective public relations practices that can be coherently and consistently implemented.

3. Course Objective

Students will demonstrate knowledge and skills in applying theories and current issues to school and community relations including, but not limited to planning, developing and

implementing a viable public relations program. Students will analyze various school and community relations issues in a variety of thought-provoking settings.

The course objectives include vital parameters established by the Interstate School Leaders Licensure Consortium (ISLLC) and ELCC as well as the conceptual framework of the Gallaudet University professional development program. Students will recognize and endeavor to utilize leadership and management traits in the achievement of the following goals for effective administration and stewardship of educational and service organizations:

Recognize how leadership/management traits can promote success of the program and of all learners when used in facilitating the development, articulation, implementation, and stewardship of a program (ISLLC #1).

Demonstrate knowledge and skills in advocating, nurturing and sustaining an educational community program conducive to student learning, staff professional growth and community engagement (ISLLC #2).

Determine and collaborate on strategies to ensure a safe, effective and efficient learning environment within programs and communities (ISLLC #3).

Demonstrate strategies for teamwork and collaborating with colleagues, faculty, staff and community members responding to diverse community interests and needs and mobilize community resources (ISLLC # 4).

Articulate principles which foster integrity, fairness and ethics in dealing with stakeholders (ISLLC #5).

Demonstrate an understanding of impacts on the political, social, economic legal and cultural influences on program planning and implementation (ISLLC #6).

The course also includes Gallaudet University's conceptual framework for professional educational leadership which embodies multiple contexts and relationship among these contexts: families, schools, programs, communities and cultures. The discussions, issue papers and presentations should incorporate connections across cultures, disabilities, local/global perspectives, traditional/innovative approaches, theory and practice.

Students will be expected to reflect on values and knowledge impacting on program-community relations as well as to become committed to interactive inquiry and continuing professional development

4. Required Text and Resources

Gallagher, Donald R., Bagin, Don, Moore, Edward H. (2005). *The School and Community Relations (9th Edition.)* Boston: Pearson A & B.

Journals, Periodicals, Newspapers and Internet resources will be assigned on weekly basis.

All assigned readings will be posted on the Blackboard under ADM 865.

5. Expectations

5.1. Regular attendance is expected. Adherence to assigned deadline for projects papers and presentation is required.

5.2. Active course participation:

- a. Meaningful participation in classroom activities and discussions.
 - b. Relevant on-line contribution on assigned chapters and other readings
 - c. Posting responses on-line to questions and activities including in each chapter
- 5.3.** A term papers on a topic pertaining to school and community relations. The paper must be between 12-15 pages long and follow the writing style of the American Psychological Association (APA). Agreement on the specific topic and an abstract term paper (proposal) for each topic will be required. The final term paper will be accompanied by a (4-6 slide Powerpoint) classroom presentation.

Or

Students can propose a joint project related to school and community relations for approval. Report on such a project will also follow guidelines established for term papers.

5.4. One presentation/discussion on one of the chapters in the book for 1.5 hours. The lecture on the chapter itself should not exceed 50 minutes. The remaining time will be used for discussions, questions, and class activities.

6. Grading Policy

There will be no formal tests. Grades will be determined according to the following criteria:

- 6.1.** Class participation (5.2): attendance, active participation, level of preparedness, quality of questions and comments and level of contribution to class discussions—30%
- 6.2.** Term paper (5.3): Quality and depth of research, variety of sources, inclusion of legal, historical and current community relation issues, policy formulation, case study and PPT summary—35%
- 6.3** Class presentation (5.4): Delivering and leading class discussion, innovative and relevant class activities as related to the topic, quality of ppt presentation—35%

Grading Scale

A+ = 97-100	B+ = 87-89
A = 94-96	B = 84-86
A- = 90-93	B- = 80-83

7. Class Meetings and Assignments:

We will have 14 sessions of 3 hours each. There will be no class on November 27
The last class will be on December 4. We will also cover some work on line.

August 28—Orientation of Course. Assignment of topics. Overview of school and community relations.

September 4—Chapter 1-2: The Importance of Public Relations and Public Charter of the School. **Term paper topics due**

September 11—Chapter 3-4: Understanding the Community and Policies, Goals and Strategies.

September 18—Chapter 5: Administrating the Program

September 25—Chapter 6-7: The Communication Process and Communication with Internal Publics

October 2—Chapter 8: Communication with External Publics

October 9—Chapters 9: Getting Ready for a Crisis

October 16—Chapter 10: Communication about School Services and Special Events

October 23—Chapter 11: Working with the Press

October 30—Chapters 12-13: Radio, Television, Exhibits and Presentations and School & Online Communication

November 6—Chapters 14: Preparing Published Materials

November 13—Chapter 15-16. Conducting Special Issue Campaigns and Communicating School Finance Issues.

Term paper due on November 20.

November 20—Chapter 17: Marketing the School Choice.

December 4—Chapter 18-Evaluation and Student presentations and discussions on term papers.

8. Policy on Plagiarism

Gallaudet University has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Safe Assignments. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

9. Academic Integrity

Students are expected to complete all coursework in keeping with Gallaudet University's policy on academic integrity. Academic dishonesty is a very serious offense. It will be treated accordingly and will not be tolerated. If a student is involved in unethical practices in connection with coursework or examinations, the professor has full discretion to give a failing grade for the particular assignments, a failing graduate for the course, and/or recommend dismissal. The policy published in the Graduate School Catalog will be adhered to. The policy can also be found online

in Graduate School Catalog at

http://gradschool.gallaudet.edu/gradschool/catalog/catalogs/2007_08/pdf/standards.pdf

10. Policy on Accessibility:

Check pp. 10-11 in the current Graduate Catalog for information on the Office of Students with Disabilities.

http://aaweb.gallaudet.edu/Documents/Academic/GSPP/catalog/08-09/gradcatalog_08_09.pdf

11. Electronic Devices:

All electronic devices must be turned off and put away during class. This includes pagers, cell phones, ipods/mp3 players, connection to the internet. If you use a laptop, you may be connected to the internet during class only if you are presenting the material to the class. If you need to be contacted in case of an emergency,

Please establish a procedure for contact when you are not available and speak with your professor about this before class begins.

12. Assessment:

All student output will be assessed using **rubrics attached**.

To Assess mastery of the topics and subtopics included in Section 2 (Course Objectives), the following assessment will be used:

1. Students will provide accurate responses to questions posed by the instructor and class members.
2. Students will research, analyze and report on a topic related to laws and policies that affect special education
3. Students will lead discussion on an assigned topic showing their ability to organize material, present in a professional manner and respond to audience questions