

SYLLABUS
WAYLAND BAPTIST UNIVERSITY
DIVISION OF EDUCATION

MISSION STATEMENT: Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

EDAD 5338
Communication Skills and Parent Involvement

TERMS AND DATES:

May 27 – August 9, 2008

On Saturday of each week you must check the Blackboard site for announcements and assignments. The assignment posted on Saturday is due by the following Friday. The reading assignment listed in the syllabus should be done BEFORE the date it is listed. This will allow you to use what you have read to complete the week's assignment when it is posted on Saturday.

For example, before Saturday, May 31 you should read chapters 1 & 2. On May 31, you should check Blackboard to see your assignment for the week. The assignment will be due on Friday, June 6.

Blackboard – This site <http://virtualcampus.wbu.edu> will be used during class.

- **Username:** Your student ID (nine digit number starting with 3, 4 or 5 zeros) You must get this from your advisor.
- **Password:** The first three letters of your first name and the first three letters of your last name. Once you have successfully logged in, you should change your password (Tools > Personal information). [EXAMPLE](#)
- **Email Address:** If your email address in Blackboard is incorrect, you will need to speak with your advisor to **get it changed in PowerCAMPUS**.
- Students with missing email addresses will **NOT** be loaded into Blackboard. If you are experiencing difficulties logging in, please contact the person who registered you for classes.
- Also, please update your address and phone numbers (Tools > Personal information).

OFFICE HOURS:

You can contact me by email anytime. If you want me to read the email ASAP, type “HELP” in the subject line.

You can also contact me at home, on my cell or at work.

INSTRUCTOR:

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CATALOG COURSE DESCRIPTION:

Techniques and strategies for involving parents and community are examined. Focus is on utilizing existing organizations (e.g., PTA, booster clubs, etc.) and developing a public relations program. School communication is examined from internal and external perspectives.

REQUIRED RESOURCE MATERIALS:

Kowalski, T.J. (2008) *Public Relations in Schools*. Fourth Edition - Upper Saddle River: Pearson Prentice Hall.

COURSE REQUIREMENTS:

- A. Discussion Board – (8 weeks @ 10 points each week = 80 points)
- B. Community Relations Project (1 @ 50 points)
- C. Crisis Management Plan Analysis (1 @ 50 points)

COURSE COMPETENCIES:

[Competencies](#)

Course content will provide specific focus on the following domains, competencies, and indicators as outlined in the standards document for the principalship according to the Texas State Board for Educator Certification (SBEC):

DOMAIN I-School Community Leadership

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

- 1.1.2 Ensure that parents and other members of the community are an integral part of the campus culture.
- 1.1.3 Implement strategies to ensure the development of collegial relationships and effective collaboration.
- 1.1.6 Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:

- 1.2.1 Communicate effectively with families and other community members in varied educational contexts.
- 1.2.2 Apply skills for building consensus and managing conflict.

- 1.2.3 Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- 1.2.4 Develop and implement strategies for effective internal and external communications.
- 1.2.5 Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- 1.2.6 Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- 1.2.7 Establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- 1.2.8 Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- 1.2.9 Respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- 1.3.7 Serve as an advocate for all children.

DOMAIN II-Instructional Leadership

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

- 2.4.5 Facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- 2.5.3 Create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision.

The principal knows how to:

- 2.6.1 Work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.

2.6.5 Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

The principal knows how to:

2.7.4 Use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.

DOMAIN III-Administrative Leadership

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

3.9.3 Develop and implement procedures for crisis planning and for responding to crises.

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE COURSE COMPETENCIES

ATTENDANCE POLICY:

The University expects students to make class attendance a priority. All absences must be explained to the instructor who will determine whether omitted work may be made up. When a student reaches the number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the dean at the campus where the course is offered. Any student who misses 25% or more of the regularly scheduled class meetings will receive a grade of “F” in the course. Student appeals should be addressed, in writing, to the campus dean.

Attendance for this online course will be documented by the student’s participation in class discussions and submission of assignments. The last date of attendance will be determined by student’s most recent participation in course activities – not the last log-in.

EVALUATION:

1. University Grading System

A: 90 - 100
B: 80 – 89
C: 70 – 79
D: 60 – 69
F: Below 60

Cr: For Credit
NCR: No Credit
I: Incomplete
IP: In Progress
X: No Grade Given
WP: Withdrawal Passing
WF: Withdrawal Failing

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted the grade of F. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

2. Procedure Used for Computation of Final Grade (average of the following):
 - A. Discussion Board – (8 weeks @ 10 points each week = 80 points)
 - B. Community Relations Project (1 @ 50 points)
 - C. Crisis Management Plan Analysis (1 @ 50 points)

A	144 - 180
B	107 - 143
C	70 - 106
D	33 - 69
F	0 - 32

ACADEMIC HONESTY

University Students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty include all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty (see catalog for more information about academic dishonesty).

DISABLED PERSONS

NOTE: "It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University."

CLASS SCHEDULE

May 31 Chapters 1 & 2

- **DB 1 (due June 6)**

June 7 Chapters 3 & 4

- **DB 2 (due June 13)**

June 14 Chapters 5 – 7

- **DB 3 (due June 20)**

June 21 Chapters 8 & 9

- **DB 4 (due June 27)**

July 5 **Chapters 10 – 12**

- **DB 5 (due July 18)**
- **Community Relations Project due on July 18**

July 19 **Chapter 13**

- **DB 6 (due July 25)**

July 26 **Chapter 14**

- **DB 7 (due August 1)**
- **Crisis Management Plan Analysis due on August 1**

August 2 **Chapter 15**

- **DB 8 (due August 8)**

August 9

- **Class evaluation**