

**NORFOLK STATE UNIVERSITY
SCHOOL OF EDUCATION
SECONDARY EDUCATION AND SCHOOL LEADERSHIP**

**UED 630 COURSE SYLLABUS
FALL 2005**

COURSE TITLE: UED 630 School and Community Relations 3 credit hours
CLASS TIME: Blackboard, On-line
INSTRUCTOR: Dr. Gabrielle Peltier
Suite 205, Office 212 Bozeman Building
757.823.2915 –Office phone
757.823.8757 – Office fax
gpeltier@nsu.edu – Email

OFFICE HOURS/

ADVISEMENT:	Monday	12:00 pm- 2:00 pm	Norfolk Campus
	Tuesday	5:00 pm – 7:00 pm	Norfolk Campus
	Wednesday	3:00 pm - 5:00 pm	Norfolk Campus
	Thursday	12:00 pm - 2:00 pm	Norfolk Campus
	Friday	Scheduled appointments *	

Other hours are available upon request.*

COURSE DESCRIPTION: This course focuses on the relationships between school and the local community, the impact of social systems on educational opportunities for community field experiences, media for interpreting needs of the community, views and achievement of the school.

COURSE RATIONALE: The course meets the PROGRAM STATUS MATRIXES as follows: Understanding of the skills and processes for counseling students, (b) Individual and group counseling for academic and career development, (c) Individual group counseling for person /social development, (d) Understanding the counseling professional including the legal, ethical, and professional standards. **STATE COMPETENCIES:** 4.a, 4.b, 4.c, 5.c

MEASURABLE STUDENT LEARNING OUTCOMES:The students will:

1. Volunteer in community agencies that will provide them experiences related to their academic curricula; 10.2,10.3
2. Demonstrate knowledge of ethical and legal issues relating to schools and the community. 11.1, 11.6
3. Identify organizations and media that impact the educative process. 10.2
4. Evaluate the strategies, techniques, and processes necessary to communicate with various cultural and special interest groups. 10.3
5. Develop skills in oral and written communication. 7.2, 10.5

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6. Conduct a search on the INTERNET to collect data to assimilate research on school and community relations to include citizen groups, religious groups, and diverse population. 10.2
7. Demonstrate the involvement of family in the school and community process. 10.4
8. Develop collaborative relationships with various community organizations. 10.2
9. Define and relate the general characteristics of internal and external political systems as they apply to the school and the community. 11.3
10. Demonstrate the ability to use e-mail to respond to an article in the newsprint. 10.6

COURSE MATERIALS: Bagin, Don, Gallager, Donald, R. (2005). The School and Community Relations. (8th Ed.) MA: Allyn & Bacon.

Supplementary readings are posted on Blackboard and are listed after each chapter in the text.

PRIMARY METHODS TO ENGAGE STUDENTS:

- Lecture
- Demonstration
- Group Discussion
- Community Service
- Internet Research

COURSE ASSIGNMENT OUTLINE:

1. Volunteer 20 hours in a community agency that has a relationship with a public school. Relate the experiences to your academic curricula through journaling. Students will update their resume at the completion of the course (5pts).
2. Submit a summative volunteer experience reflection, journaling your experiences in the community. Each entry should outline the experience, reflect on your participation, and offer text-based or professional journal article-based input to either strengthen or improve the experience, and be referenced via your text and/or articles. A written analysis of the field experience should be included in the experience portfolio. This paper should be four (4) to six (6) pages in length, typed, and double-spaced. *APA format IS required for this assignment (5 pts).
3. Develop Power Point presentations related to the ethical and legal issues relating to problems in the school and the community. Use the Internet as one source of references, use your article critiques as other sources, and use your text as at least one source (5 pts).
4. Identify and interview three (3) major leaders in the community (PTA, School Board, City Council) and solicit their views of a school's goals and programs in a specified community. Present reflections from each, as outlined later in the syllabus. ***Please plan carefully for this assignment in advance!!!*** (5 pts)

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5. Compile a portfolio of strategies and techniques needed for effective school-community relations from peer postings on Blackboard (5 pts).
6. Develop a Power Point presentation that will persuade community leaders to participate in a school project designed to support the NCLB goal of strengthening school, home and community relations (5 pts).
7. Develop a school-based plan that is aligned with the NCLB Section 1118b goal of meaningfully involving parents in the school's program (10 pts).
8. Develop a tri-fold brochure, using Micro Soft Publisher, that effectively describes the school's mission with the involvement of parents and community leaders (5 pts).
9. Write 10 one-page critiques/interpretations on articles that involve school and community relations. The articles are to be located as follows: five from a local newspaper, one from each of the following: Phi Delta Kappan, the NASSP Journal, the NAESP Journal, Black Issues in Higher Education, and one from any professional Counseling Journal. (10pts).
10. Attend a school board meeting, city council meeting, and parent teacher association meeting. Write a reflection report in reference to your experiences (10 pts).
11. Using the Internet as one source of reference, write a research paper (APA style) that will describe the effects of substance abuse in the school and the community (10 pts).
12. Write and send e-mail in response to a news report in a local paper or to one of the five journals listed above. Copy your instructor (5 pts).

***** All assignments are to be contained in a course portfolio!**

COURSE OUTLINE:

- | | |
|--|--|
| a. The importance of public relations | j. Communication about school Services and Special Events |
| b. Public character of the school | k. Working with the Press |
| c. Understanding the community | l. Radio, Television, and audiovisual Aids |
| d. Policies, goals, and strategies | m. Schools and the New Media |
| e. Administering the Program | n. Preparing Printed Materials |
| f. The Communication Process | o. Conducting Campaigns |
| g. Communicating with Internal Publics | p. School Public Relations and the School Choice Challenge |
| h. Communicating with External Publics | q. Assessment of the Program |
| i. Getting Ready for a Crisis | |

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RELATED UNIVERSITY-WIDE REQUIREMENTS:

- Writing
- Information Technology Literacy
- Oral Communication
- Critical Thinking
- Portfolios
- Community Service
- Civic Engagement

GRADING SCALE

Grade Point	Letter Grade	% Range	Criteria
4.00	A	100-98	Superior performance on all course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity.
3.70	A-	97-95	Outstanding performance on all course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity.
3.30	B+	94-88	Good performance on all course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity.
3.00	B	87-80	Good performance on most course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity.
2.70	B-	79 and Below	Failed performance on course activities and examinations according to rubrics and tests scores. Failed demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. Below average performance in participation, initiative and creativity. <i>Requires repeating the course.</i>

GRADE PROCEDURE FOR VOLUNTEER EXPERIENCE:

Service Learning:

Grades will be assigned based on the following:

- 1) Student performance in the 20 hours of volunteer service and the completion of the experience journal.
- 2) Student performance on creating a complete experience portfolio, inclusive of documenting successful completion of all 12 experiences.
- 3) A written analysis of the field experience should be included in the experience portfolio. This paper should be four (4) to six (6) pages in length, typed, and double spaced. *APA format IS required for this assignment.

Scholarly Writing:

In addition to the above-referenced writing assignments, students will keep a journal of their field experiences. Each journal entry should include the following information:

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- a. Significant occurrences you had as a volunteer and what you learned as a result of the involvement;
- b. What you learned about yourself;
- c. What you learned about your clients and colleagues;
- d. What you learned about your agency and its role in the community;
- e. How this occurrence could be either strengthened or improved, based on, and referenced by your readings.

Special Note: At the end of each volunteer activity, take a few minutes to reflect on the significance of your day. This practice will make it easier for you to write your final paper about the experience. Journal entries should be submitted as Digital Drop Box items on Blackboard.

Success does not come to you – you go to it!

- Marva Collins

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**Proposed Weekly Blackboard Schedule
(Pending last minute changes, of course!!!)**

- 1) Orientation, review course syllabus. **Due 8.22.05**
- 2) Confirm placement for 20 volunteer hours in an agency, related the experiences to your academic curricula. Create document with supervisor name, agency name, mailing address, phone and fax numbers. Please list your reporting times for this experience. Instructor *may* make a site visit, announced or unannounced. Place confirmation document in Digital Drop Box. Summarize, post and monitor discussion for Chapters 1-2 (**Green**). Submit Article Critique 1. **Due 8.29.05**
- 3) Develop and submit a brochure that effectively describes a school's mission with the involvement of parents and community leaders. Summarize, post, and monitor discussion for Chapters 3-4 (**Washington**). Submit Article Critique 2. Submit Journal Entry. **Due 9.12.05**
- 4) Summarize, post, and monitor discussion for Chapters 5-6 (**Caple**). Submit Article Critique 3. Attend a PTA executive board meeting and general session and submit a 1-page report. Interview a Community leader (on PTA board) on their views on strengthening school and community relations and submit a 1-page report. **Due 9.19.05**
- 5) Summarize, post, and monitor discussion for Chapters 7-8 (**Smith**). Submit Article Critique 4. Submit Project: School-based plan aligned with the NCLB Section 1118b goal of meaningfully involving parents in the school's program. **Due 9.26.05**
- 6) Summarize, post, and monitor discussion for Chapters 9-10 (**Nicholson**). Attend a School Board meeting and submit a 1-page report. Interview a Community leader (on School Board) on their views on strengthening school and community relations and submit a 1-page report. **Due 10.3.05**
- 7) Summarize, post, and monitor discussion for Chapters 11-12 (**Johnson**). Submit Article Critique 5. Attend a City Council meeting and submit a 1-page report. Interview a Community leader (City Council affiliated) on their views on strengthening school and community relations and submit a 1-page report. **Due 10.10.05**
- 8) Summarize, post, and monitor discussion for Chapters 13-14 (**Preston**). Submit Article Critique 6. Create and submit Power Point presentation related to the ethical and legal issues relating to problems in the school and the community. **Due 10.17.05**
- 9) Summarize, post, and monitor discussion for Chapters 15-16 (**Primus**). Submit Article Critique 7. Send an e-mail submission in response to a news report and submit a copy to your instructor. Submit Journal Entry. **Due 10.24.05**

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- 10) Summarize, post and monitor discussion of the similarities and differences between and among the NCLB home-school-community triad versus the traditional home-school model (**Henderson**). Submit Article Critique 8. Submit updated resume. Submit your Micro Soft Publisher tri-fold brochure. **Due 10.31.05**
- 11) Respond to question on the issue of faith-based school partnerships and President Bush's initiatives (**All**). Submit Article Critique 9. Project: Create and submit a Power Point presentation that will persuade community leaders to participate in a school project designed to support the NCLB goal of strengthening school, home and community relations. **Due 11.07.05**
- 12) Respond to question on creating a school climate that plans for and welcomes community partnership (**All**). Submit Article Critique 10. Submit the 3-5 paragraph summary of substance abuse as previously outlined in this syllabus. Submit Journal Entry. **Due 11.14.05**
- 13) All candidates post and monitor discussion on what you have learned from this course and how you intend to use this information as a school counselor. **Due 11.21.05**
- 14) Submit a 3-5 page summative volunteer experience reflection, referencing your journals and providing theoretical framework.. Also discuss the evolution of your thought processes and the course portfolio and how you expect to use this information as a school leader. This is the last opportunity for coursework to be completed and placed in the Digital Drop Box. **There is no dispensation or accommodation for missing assignments. Due 11.28.05**

***The instructor reserves the right to adjust the content of the course if such changes are deemed necessary.**

** Post = Submit on discussion board for class to review and respond
Submit = Send assignment to instructor via Digital Drop Box (found under Tools)

**People will know you are serious when
you produce!**

– Muhammad Ali

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ACADEMIC INTEGRITY STANDARDS:

- All students must adhere to the Spartan Code of Ethics.
- All students must engage in scholarly writing and critique.
- All students must adhere to the NSU email policy.

BLACKBOARD INSTRUCTIONS:

- Access the NSU website at www.nsu.edu.
- Click on the Blackboard link.
- The course is listed under UED 630.
- If you experience any difficulties, please contact the Helpdesk at 823.8687.
- Please adhere to deadlines.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, contact Supporting Students Through Disability Services (SSDS) for information regarding programs and services to enhance student success.

Location: 2nd Floor, Lyman B. Brooks Library, Room 240

Contact: Marian E. Shepherd, Disability Services Coordinator

Telephone: 757.823.2014

UNIVERSITY ASSESSMENT STATEMENT: As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. These activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the University's programs and services maintain a high level of quality and meet the needs of students. Student will not be identified in the analysis of results. Results from University assessment activities will not be computed in student grades.

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**URBAN EDUCATION 630: SCHOOL COMMUNITY RELATIONS
SECONDARY EDUCATION AND SCHOOL LEADERSHIP
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Sample Resume Outline

At the Top of the Page

- Your name
- Home address
- Home phone number
- Professional phone number (when appropriate)
- Email address

Education

- List from NSU Graduate School **backward** to college undergraduate

Work Experience

- List your 20-clock hour service learning project!
- Include postgraduate training from most recent position to first position
- List other work experiences if relevant

Activities

- Make community connections and service learning links between your volunteer and leisure activities and your professional goals; note your parent involvement programming

Computer Skills

- Note your proficiency and list your areas of skill in software, database management and hardware (cite Power Point presentations and brochure creation)

Language Skills

- Rank your proficiency and list other languages in which you are proficient

Awards and Honors

- List University, community and professional honors and awards that support your professional goals

References

- Either note that they are available upon request.

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BLACKBOARD ASSIGNMENT and PRESENTATION MATRIX

Due Date	Presentation	Facilitator
8.29.05	Confirm placement for 20 volunteer hours via Digital Drop Box. Submit Article Critique 1. Summarize, post & monitor discussion Chs 1-2	Candidates Candidates Green
9.12.05	Develop and submit a brochure that effectively describes a school's mission with the involvement of parents and community leaders. Summarize, post, and monitor discussion for Chs 3-4. Submit Article Critique 2. Submit Journal Entry.	Candidates Washington Candidates Candidates
9.19.05	Summarize, post, and monitor discussion for Chs 5-6 . Submit Article Critique 3. Attend a PTA executive board meeting and general session and submit a 1-page report. Interview a Community leader (on PTA board) on their views on strengthening school and community relations and submit a 1-page report.	Caple Candidates Candidates Candidates
9.26.05	Summarize, post, and monitor discussion for Chs 7-8. Submit Article Critique 4. Submit Project: School-based plan aligned with the NCLB Section 1118b goal of meaningfully involving parents in the school's program.	Smith Candidates Candidates
10.03.05	Summarize, post, and monitor discussion for Chs 9-10. Attend a School Board meeting and submit a 1-page report. Interview a Community leader (on School Board) on their views on strengthening school and community relations and submit a 1-page report.	Nicholson Candidates Candidates
10.10.05	Summarize, post, and monitor discussion for Chs 11-12. Submit Article Critique 5. Attend a City Council meeting and submit a 1-page report. Interview a Community leader (City Council affiliated) on their views on strengthening school and community relations and submit a 1-page report.	Johnson Candidates Candidates Candidates

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BLACKBOARD ASSIGNMENT and PRESENTATION MATRIX, Cont'd

Due Date	Presentation	Facilitator
10.17.05	Summarize, post, and monitor discussion for Chs 13-14. Submit Article Critique 6. Create and submit Power Point presentation related to the ethical and legal issues relating to problems in the school and the community.	Preston Candidates Candidates
10.24.05	Summarize, post, and monitor discussion for Chs 15-16. Submit Article Critique 7. Send an e-mail submission in response to a news report and submit a copy to your instructor. Submit Journal Entry.	Primus Candidates Candidates Candidates
10.31.05	Summarize, post and monitor discussion on the similarities and differences between and among the NCLB home-school-community triad versus the traditional home-school model. Submit Article Critique 8. Submit updated resume. Submit your Micro Soft Publisher tri-fold brochure.	Henderson Candidates Candidates Candidates
11.07.05	Respond to question on the issue of faith-based school partnerships and President Bush's initiatives. Submit Article Critique 9. Project: Create and submit a Power Point presentation that will persuade community leaders to participate in a school project designed to support the NCLB goal of strengthening school, home and community relations.	Candidates Candidates Candidates
11.14.05	Respond to question on creating a school climate that plans for and welcomes community partnership. Submit Article Critique 10. Submit the 3-5 paragraph summary of substance abuse as previously outlined in this syllabus. Submit Journal Entry.	Candidates Candidates Candidates Candidates Candidates
11.21.05	All Candidates post and monitor discussion on what you have learned from this course and how you intend to use this information as a school counselor (social worker, administrator).	Candidates

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BLACKBOARD ASSIGNMENT and PRESENTATION MATRIX, End

Due Date	Presentation	Facilitator
11.28.05	Submit a 3-5 page summative volunteer experience reflection, referencing your journals and providing theoretical framework.. This is the last opportunity for coursework to be completed and placed in the Digital Drop Box. <i>There is no dispensation or accommodation for missing assignments.</i>	Candidates

Proven Administrative and Management Strategies:

1. If you have a spare minute, complete an assignment!
2. Print out all of your assignments for inclusion in your portfolio.
3. Create an assignment due-date matrix for all of your courses, include it in your Mast and stay organized and on top of your workload!
4. Use your due-date matrices as to-do lists, and cross off assignments as they are completed.
5. Balance your workload and pick up your pace, as this is the momentum experienced by professional school counselors!!!

**If you can somehow think and dream of success
in small steps, every time you make a step,
every time you accomplish a small goal, it gives
you confidence to go on from there!**

- John H. Johnson

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**UED 630 SERVICE LEARNING PROJECT
URBAN EDUCATION: SCHOOL COUNSELING
SCHOOL OF EDUCATION
NORFOLK STATE UNIVERSITY**

CERTIFICATE OF COMPLETION

**I certify that _____, an
Intern from Norfolk State University, has satisfactorily fulfilled all Service
Learning requirements indicated in the UED 630 Syllabus previously
approved, inclusive of 20 clock hours of work directly connected with the
Coursework.**

SITE MENTOR'S SIGNATURE: _____

DATE: _____

CANDIDATE'S SIGNATURE: _____

DATE: _____

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**UED 630 SERVICE LEARNING PROJECT
URBAN EDUCATION: SCHOOL COUNSELING
SCHOOL OF EDUCATION
NORFOLK STATE UNIVERSITY**

PLACEMENT CONFIRMATION

This is to confirm that _____ will
be permitted to do his or her Service Learning Project at:

(Name of Site)

Site address: _____
Street City & State Zip Code

Telephone Number: _____ Fax: _____

Email: _____

Internship Dates: _____
Start End

SITE MENTOR'S SIGNATURE: _____

DATE: _____

INTERN SIGNATURE: _____

DATE: _____

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ASSIGNMENT RUBRIC

A	Target. Evidence indicates exemplary counselor-in-training performance standards. Evidence includes papers from coursework that includes contextual application of theory. There is evidence the theory, knowledge, and skills have been applied contextually in a field setting that directly impacts the organization’s counseling program, success of clients, and the overall quality of the educational experience within the organization. Student has gone above and beyond the requirements to exhibit stellar, professional grade performance.
A-	Acceptable. Evidence indicates excellent counselor-in-training performance standards. Evidence includes papers from coursework that includes contextual application of theory. There is evidence the theory, knowledge, and skills have been applied contextually in a field setting that directly impacts the organization’s counseling program, success of clients, and the overall quality of the educational experience within the organization. Student has completed course requirements as stated, exhibited a cooperative spirit and turned in all assignments on time.
B+	Acceptable. Evidence indicates above average counselor-in-training performance standards. Evidence indicates counselor-in-training fulfills this VAC Competency. Evidence includes papers from coursework that includes a contextual application of theory. There is evidence the theory, knowledge, and skills have been applied contextually in a field setting.
B-	Unacceptable. Evidence indicates acceptable counselor-in-training performance standards. Evidence indicates counselor-in-training can fulfill this VAC Competency. Evidence includes papers from course work that includes contextual application of theory. There is evidence the theory, knowledge, and skills have been applied contextually in a field setting.

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F	Unacceptable. No evidence indicates counselor-in-training has knowledge or skills to fulfill this VAC Competency. There is no basis or inadequate materials for judgment.
Inc	Students who do not complete course requirements by the end of the grading period will receive an Incomplete. Students have one year to remedy the Incomplete and receive a B grade before it turns into an F. It is the student's responsibility to remedy the Incomplete.

**Above all, students should make
new friends, learn much
and have fun!**

- Dr. Charles H. Bowens, III