

Appendix A
EDLP 6325 School Community Relations

The course will be offered in a distance learning setting using a combination WebCT and Centra. A microphone/speaker headset and a web camera are required for all Centra sessions

COURSE OUTLINE

Centra—synchronous class sessions
WebCT—asynchronous communication/team projects/resource access/assignments

Module I—Conditions/Characteristics of the School and the Community

Course Activity #1; Course Evaluation: (Syllabus section J.) # 1 & 2 due week 6
Presentation during week 7

Week 1—Centra 6:00-9:00 p.m.

Course Introduction
Public Relations Overview/Marketing the School
Kowalski: Chapter 1
Banach: pp. 9-16

Week—2

Teams develop a PR Assessment Instrument
Banach: p. 97; App. A, p. 19 & 209-10; App. B, pp. 235-52

Week—3 Centra 6:-9:00 p.m.

Team website reviews/present reports
Understanding the Conditions and Character of the School and Community
Article Critique # 1 (Post on WebCT Assignment page)
Kowalski: Chapter 2

Week—4

Legal Issues, Policies, Plans, and Strategies
Kowalski: Chapter 4

Week—5 Centra 6:-9:00 p.m.

Analyzing the School's Survey Results
Kowalski: Chapters 13 and 15

Week—6

Data Analysis
Article Critique # 2 (Post on WebCT Assignment page)

Module II— Planning for Public Relations: Goals, Strategies, and Communication

Course Activity 2; Course Evaluation: (Syllabus section J.) # 3, 4, & 5
Due during week 10

Week—7 Centra 6:-9:00 p.m.

Act. #1 Presentations
Communications
Kowalski: Chapter 5 pp. 97-111

Week—8

Involving Parents and the Community
Public Relations Plan and Marketing the School
Kowalski: Chapter 8, pp. 175-90
Banach: pp. 83-108

Week—9 Centra 6:-9:00 p.m.

Dealing with Conflicts
Article Critique # 3 (Post on WebCT Assignment page)
Kowalski: Chapter 5, pp. 111-18
Banach: pp. 165-74

Week—10

Special Events/Conducting Campaigns
Kowalski: Chapter 14
Banach: pp. 153-63

Course Activity #2 due—Post on WebCT Discussion page

Module III— Public Relations: Working with the Media

Course Activity; Course Evaluation: (Syllabus section J.) #3, 6, 7, & 8
Due during week 14 & 15

Week—11 Centra 6:-9:00 p.m.

Crisis Management & the Media
Article Critique # 4 (Post on WebCT Assignment page)
Kowalski: Chapter 12

Week—12

Working with the Media Part I
Article Critique # 5 (Post on WebCT Assignment page)
Kowalski: Chapter 11

Week—13 Centra 6:-9:00 p.m.

Working with the Media Part II

Week—14 & 15 Centra 6:-9:00 p.m.

Finals: Course Activity #3: 6, 7, & 8

COURSE EVALUATION

Readings and Class Participation—10%

Each candidate will read five current articles addressing school community relations programs / efforts and draft an article critique on each. All article critiques must be posted on assignment page on or before due date. Class participation includes engaging in discussion topics, contributing to team projects, and responding to quiz items.

Course Module I—Activity #1—30%

Item #1. Develop and administer a school community relations instrument to a sampling of stakeholders (parents, community people, business people, teachers, and school administrators) within a school district and analyze the results to evaluate their district's current school community relations program. Post instrument, analysis of the results and your recommendations on WebCT Discussion page.

Item #2. Prepare and present a brief (10 - 15 minute) presentation utilizing PowerPoint extolling the strengths, virtues, and challenges (based on the overall findings from the survey results) of the candidate's school district. The candidate will determine the designated audience (Chamber of Commerce, civic club, student organization, teacher in-service, etc.) for presentation of the content. Present PowerPoint during Centra session. Post PowerPoint on WebCT Discussion page.

Course Module II—Activity #2—30%

Item # 3: Each candidate will create a public relations plan and a marketing plan for a school using the Market-Driven System outline and documents in the Banach text (pp. 83-108 & 177-93). Post on WebCT Discussion page.

Item #4: Prepare a planned, informative, and attractive printed publication for conveying information to an educational institution's varied audiences about a district special event and/or campaign (if doing a campaign, include fiscal information). Post publication on WebCT Discussion page.

Item #5: Develop a district-wide public relations calendar for distribution to the school community. Since the focus is on quality (important information, visual appeal, user-friendly format, etc.), concentrate on one month of information. Post calendar on WebCT Discussion page.

Course Module III—Activity #3—30%

Item # 6: Analyze the district's crisis communications program for its effectiveness in the event of a crisis. Discuss how this information is shared among all stakeholders. Post on WebCT Discussion page.

Item #7: Develop a media release addressing an issue/policy of importance to the school community in your district. Research the local media outlets (TV, radio, newspaper, etc.) for their procedures/practices for broadcasting school news. Post on WebCT Discussion page.

Item #8: Each candidate will participate in a role-play simulation where s/he represents the school district personnel or media personnel to engage in a press conference on a selected topic / issue. Prior to the simulation, the candidate will participate in a collaborative project to develop a press kit prior to the simulation. Role play simulation will be conducted during Centra session.

Grading Scale: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = below 60%

Appendix B

Scoring Rubric—Student Sample

Syllabus, Module I: Course Activity #1, Items #1 & #2

Student: XXXX

Item #1: Items Posted on Discussion Topics	Points Possible per Item	Student Score	Comments
1. Instrument	3	3 out of 3	Posted with evidence of collaboration; survey questions were general as you tried to adapt them to the university perspective.
2. Analysis	1	0 out of 1	I could not find this on the Discussion topic Item #1; if you post(ed) this, let me know, I can evaluate/adjust the rubric score.
3. Recommendations	1	0 out of 1	I could not find this on the Discussion topic Item #1; if you post(ed) this, let me know, I can evaluate/adjust the rubric score.
4. PowerPoint (includes all items in Item #2 below)	2	2 out of 2	Good work! Ppt included all but how you would share the results; understandable in light of the fact that you didn't feel confident about how meaningful the survey was to your needs.
Item #2: Presentation on Centra			
1. Purpose Statement	1	1 out of 1	Stated in ppt. Could have been better defined to give yourself a more clear direction for the process and what you want to learn.
2. Process for creating survey	1	1 out of 1	Reported; recognizes limitations and improvements needed in the process for the future
3. Population	1	1 out of 1	Verbally Reported
4. Sample target	1	1 out of 1	Reported.
5. Surveys sent	1	1 out of 1	Reported
6. Return rate	2	2 out of 2	Reported
7. Respondent info (sample demographics)	4	4 out of 4	Very good report on demographics of respondents with visual representation of results.
8. Analysis of results	5	5 out of 5	Percentages with charts provided for survey items. Good visuals. Reported overall results clearly
9. Recommendations	5	5 out of 5	Identified areas needing attention based on results of the survey. Should be interpreted with caution based on small sample size.
10. Sharing results (publish/report)	2	1 out of 2	Verbally reported, but not well defined.
Total	30	27 out of 30	Even though you felt like the survey didn't tell you what you wanted, your process is intact. Good work!

Scoring Rubric—Student Sample

Syllabus, Module II: Course Activity #2, Items #3, #4, & #5

Student: XXXX

Item #3: Public Relations Marketing Plan	Points Possible per Item	Student Score	Comments
1. Uses forms of Market-Driven System (Banach)	8	4 out of 8	Your plan is realistic and should provide a greater awareness of CAP as you implement it. Points were taken off for not using the Banach forms.
2. Priorities are based on survey results/school needs	6	6 out of 6	Established a relevant plan based on school data and needs.
3. Plan is well developed and addresses all items on forms	4	3 out of 4	Point was taken off for not developing an evaluation process to determine effectiveness of marketing plan for CAP.
Item #4: Printed Publication			
1. Related to a priority item from Market Plan	3	3 out of 3	Your brochure thoroughly addresses your marketing plan priority. Good job!
2. Informative	1	1 out of 1	Great information—not too much, but gets the main points across; the testimonies from parents and students are effective.
3. Attractive	1	1 out of 1	Good visual appeal—pictures are appropriate, good use of white space
Item #5: District-wide PR Calendar			
1. Contains a variety of items & information	2	2 out of 2	Variety of information
2. Visual appeal	1	1 out of 1	Attractive
3. User-friendly	1	1 out of 1	Can see teachers/parents/students using this (on refrigerator; in notebooks, bulletin boards, etc.)
4. All Course Activity #2 items posted on Discussion	3	3 out of 3	All posted
Total	30	25 out of 30	

Scoring Rubric-Student Sample

Syllabus, Module III: Course Activity #3, Items #6, #7, & #8

Student: XXXX

Item #6: Analysis of Crisis Communication Plan	Points Possible	Student Score	Comments
1. The analysis of the district’s crisis communications program addresses the effectiveness of the plan in the event of a crisis.	3	3 out of 3	Effectiveness of the crisis plan is addressed with areas for improvement identified.
2. Analysis addresses how this information is shared among all key stakeholders (could it be improved? how?)	3	3 out of 3	Having a plan and being able to implement the plan during a crisis are two very different things. Did you find anything about communicating with the media?
Item #7: Media Release			
1. The media release addresses an issue/policy of importance to the school community in your district.	3	3 out of 3	Very well written; should “sup’t” and “principal” be capitalized since you are using these as name titles?
2. The report contains research of the local media outlets (TV, radio, newspaper, etc.) for their procedures/ practices for broadcasting school news.	3	3 out of 3	Well done! Useful info for all district administrators.
Item #8: Press Conference Simulation			
1. Chosen part of Press Kit item is posted on Discussion topic #8 and is an authentic representation of an actual item in a kit that would be given to media personnel.	5	5 out of 5	Great job compiling the brief “lit review” for the press kit. The web links would be appreciated by the media personnel.
2. Participation in Discussion Topic created for district or media personnel in preparation for simulated press conference.	5	5 out of 5	Questions posted and engaged with others in discussion and preparation.
3. Active participation during simulated press conference on Centra.	5	5 out of 5	Actively participated (as usual!). I knew each Centra session that I could count on you to share and your insights are always thoughtful. I feel I learned a lot from you!
4. All Course Activity #3 items posted on Discussion topics.	3	3 out of 3	All posted.
Total	30	30 out of 30	Your work in this course has been exemplary. Thank you!

Appendix C

School Community Relations

The Scenario (based on a true story)

Last year the high school in your district experienced a serious incident where racial tensions that had been building for the past few years finally erupted. The schools in the district had integrated in the mid-70's, but the high school had maintained separate prom dances for African-American and Caucasian students throughout the years. In the past seven years, the district has experienced a growing population of Hispanic and Asian students. For the previous three years, students involved in the prom planning committee had consistently expressed their desire to pool their resources and have just one prom, but there were some students and many adults in the community that had blocked all efforts for this to happen. When the prom committees began to plan for fund raising efforts last year, the issue once again came to the forefront, but this time with a vengeance. The tensions came to a head, and a fight erupted in the cafeteria and spilled over to most of the campus (some media outlets called it a riot) and the final results involved over 30% of the student body. The media outlets ran the story for most of the week. The school was closed for 3 days as order was restored.

When this incident occurred last year, the superintendent had been in the district for ten years. However, his contract was not renewed for the new school term. After an extensive search, a new superintendent was hired because of this new superintendent's skills with conflict resolution/mediation and public relations. Much work had been done to rectify the situation during the new school year, and the school's first integrated prom is three weeks away. The superintendent is planning to hold a press conference to inform the public of the first ever fully integrated prom dance.

The Assignment

It is time to plan for this press conference. We will draw upon the handout called "An Introduction to Media" found posted in Module III, Week 12. Read this well; it will be the main resource we draw from and the Finals project will be a collective work. **Each of you will sign up for one of the following 10 pieces of the Press Kit on a first come, first serve basis (the person who signs up for the Agenda will automatically be the Press Conference Planner/Coordinator during the Final simulation.** You will do your part to complete a portion of the Press Kit (p. 4) that will be sent/provided to the press members who have been invited to attend the conference. The ten items below make up the contents of the press kit.

1. Cover letter (invitation to press conference and what it is all about)
2. News release (to be provided at the conference; send to me via email and do not post on Discussion Topic Item #8)
3. Agenda (to be provided at the conference; send to me via email and do not post on Discussion Topic Item #8)
4. Spokesperson bio: this will be the sup't: use your imagination)
5. Useful photographs/logos/visuals (use your imagination)
6. Fact sheet (use your own district info or make this up)

7. Backgrounder (what has been done this year to rectify the situation)
8. Annual school reports (pull together a “data-driven” picture)
9. Relevant studies/reports (very brief lit review)
10. Glossary of terms/acronyms (based upon studies, fact sheet info, and school info)

Post your contribution to the Press Kit on the Discussion Topic called Item #8: Final during the week of April 22. (The News Release and the Agenda will be provided during the simulation).

Final: The following roles will be determined on April 17 when we meet on Centra

I will draw names for the following roles you will assume for the simulated press conference to be held on Centra, May 1. This will be done on our next Centra session where you will be able to see the names being drawn.

District Personnel

Press Conference Planner/Coordinator (Before the press conference begins, you will provide a report to the class stating how/when/why you planned and arranged the conference as you have)

Superintendent (Spokesperson)

Conference Moderator (You will give an overview of the purpose of the conference, set the parameters (rules) for the conference, answer preliminary questions, introduce the spokesperson, be the time keeper, close the conference)

A Discussion Topic will be created for just the district personnel above where these individuals will plan and prepare for the conference prior to May 1. Begin anticipating the questions that could be asked by the media and how these will be handled. This Discussion Topic will be closed to the Media Personnel.

Media Personnel

Television (2)

Radio

Newspaper (2)

Local Magazine

Student News Reporter

A Discussion Topic will be created for only the media people where these individuals will post possible questions they wish the spokesperson to respond to. This Discussion Topic will be closed to the school personnel.

Appendix D

Media Questions:

What measures are being taken to ensure the safety of all students and to prevent disruptions during the prom?

What has the school done to assure all parents that their children will be safe at this event?

What programs has the district implemented to ease racial tensions on a daily basis?

How is the district responding to the community members who are against the integrated prom?

What strategies does the school use to ensure equality in decision making for the prom's theme, decorations, music etc. between racial groups?

How will the nominations of king, queen, and court be handled?

Does the 30 year history of a segregated prom indicate a deep racial divide in the community? What steps are being taken to address this divide?

Are you working with other community leaders to work towards alleviating racial divisions that exist within the school and city?

Are there similar racial divisions in other school activities, i.e., cheerleading, athletics, band, choir, dance teams?

What issues do you anticipate arising at the prom and how do you intend to address them?

Will you [superintendent] be attending the prom and after prom party? If so, who is your date?

Do you expect to use law enforcement to ensure security?

How have parents responded to this year's prom? How are you handling opposition to this event?

What have you learned from similar events in history that has helped you manage this situation?

What experience do you [the new superintendent] have dealing with racial tensions?

What repercussions will there be for behavior issues at this year's prom for students?

What about parents or community members that might show up to cause trouble?

Why has it taken the school so long to have an integrated prom?

Did the students vote for an integrated prom or was it the administration that decided it was time to have an integrated prom?

What specific criteria will the district use to determine the success of the prom?