

Course: ED682-N Community Relationships
Credit: 3 credit hours
Semester: Spring 2025 (Session 2)
Day and Time: Online
Instructor: Dr. Mary F. Briggs
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I. DESCRIPTION

This course prepares educational leaders to create and sustain mutually beneficial relationships with school families and the wider community. The course focuses on communication, partnerships with families, marketing, fundraising, partnerships with public and private sectors, and financial accountability. (Prerequisite: ED610)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. OBJECTIVES:

- A. General competencies to be achieved. The student will:
1. Develop a philosophy of school-community relationships informed by a Biblical worldview.
 - a. PLO-1, 2, 3, 4
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5, B.6
 2. Develop skills in thinking critically, discussing constructively, and writing synthetically regarding creating and sustaining mutually beneficial school-community relationships.
 - a. PLO-1, 2, 3, 4
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5, B.6
- B. The objectives of this course serve to prepare students to meet the *Professional Standards for Educational Leaders* (PSEL) as expressed in the following competencies. The student will be prepared to:
1. "Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students."
 - a. PLO-1, 2, 3, 4, 5; PSEL-8
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5, B.6

2. “Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-8
 - b. Assignments: A.1, A. 2, B.1, B.2, B.3, B.6
3. “Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-8
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.6
4. “Create means for the school community to partner with families to support student learning in and out of school.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-8
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.6
5. “Advocate publicly for the needs and priorities of students, families, and the community.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-8
 - b. Assignments: A.1, A.2, B.1, B.2, B.5, B.6
6. “Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-8
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.5, B.6
7. “Be responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-9
 - b. Assignments: A.1, A.2, B.1, B.2, B.5, B.6

III. MATERIALS

1. The Bible (Please refer to Course Policies.)
2. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th edition)
Paperback: ISBN-13: 978-1433832161 ISBN-10: 143383216X \$31.00
3. Kochan, F. & Griggs, D. (Eds.). (2020). *Creating school partnerships that work: A guide for practice and research (Dimensions of leadership and institutional success)*. ISBN-10:1648021190 ISBN-13:978-1648021190
Paperback: \$45.99
4. Levenson, S. (2019). *The essential fundraising guide for K – 12 schools*. (Revised and updated 2019). ISBN-10 : 1070680982 ISBN-13 : 978-1070680989 \$18.95

IV. REQUIREMENTS

A. Reading Assignments

1. **Textbook Reading:** You are expected to read the textbooks. Class interactions and activities depend upon you being thoroughly familiar with the readings.
2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

B. Written Assignments:

1. **Class Video Reports:** Online students will complete seven (7) reports. In-class students are also expected to complete reports for any class sessions missed due to absence from class.
2. **Discussion Questions:** A total of six (6) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response. Cite at least one source to support your response. Students should then respond to at least one other post made by a classmate.
3. **Partner for Student Success:** Write a 1,250 – 1,750 word critical analysis of the school-community partnership(s) as described throughout the following website: <http://www.partnerforstudentsuccess.org/>
Use the 10 indicators listed under Standard 8 of the *Professional Standards for Educational Leaders (PSEL)* to form the framework for your critical analysis. Provide specific examples from the website to support your conclusions.
4. **Philosophy of School-Community Relationships:** Write a 1,250 – 1,750 word paper describing a Biblical philosophy of school-community relationships.
5. **Portfolio:** Collect partnership, stewardship, fund raising, and marketing, concepts, principles, and examples in a digital portfolio. Further details for this assignment are available in CANVAS.
6. **Final Exam**

V. METHODS

A. Teaching and Learning

1. Reading and research
2. Writing
3. Portfolio
4. Lectures
5. Discussions
6. Exam

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Assigned Readings	70 (10 x 7 readings)
Class Participation (In-Class Students) Report on Videos (Online Students)	70 (10 x 7 reports)
Discussion Questions	120 (20 x 6 questions)
Partner for Student Success	200
Philosophy of School-Community Relationships	200
Portfolio: Partnership, Stewardship, Fund Raising, and Marketing	240
Final Exam	100
Total:	1000 points

2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VI. COURSE POLICIES

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

C. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

D. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

E. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

F. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

G. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

VII. COURSE OUTLINE AND CLASS SCHEDULE

The course outline indicates the general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	March 17 th	Communication for Educational Settings	<i>Due by Midnight on March 23rd</i> 1. Complete Class Video Report. 2. Complete assigned reading. 3. Complete DQ #1. 4. Work on Philosophy & Portfolio.
2	March 24 th	Partnerships with Families	<i>Due by Midnight on March 30th</i> 1. Complete Class Video Report. 2. Complete assigned reading. 3. Complete DQ #2. 4. Work on Philosophy & Portfolio.
3	March 31 st	The Why of Fundraising The How of Fundraising Part 1 Grants Grant Writing Cultivating Major Donors	<i>Due by Midnight on April 6th</i> 1. Complete Class Video Report. 2. Complete assigned reading. 3. Complete DQ #3. 4. Work on Philosophy & Portfolio.
4	April 7 th	The How of Fundraising Part 2 Annual Campaigns Social Media Giving Administering the FR Program	<i>Due by Midnight on April 13th</i> 1. Complete Class Video Report. 2. Complete assigned reading. 3. Complete DQ #4. 4. Work on Philosophy & Portfolio.
5	April 14 th	Marketing: Story Telling Word-of-Mouth Marketing	<i>Due by Midnight on April 20th</i> 1. Complete Class Video Report. 2. Complete assigned reading. 3. Complete DQ #5. 4. Work on Philosophy & Portfolio.

6	April 21 st	Partnerships with Public and Private Sectors	<i>Due by Midnight on April 27th</i> 1. Complete Class Video Report. 2. Partner for Student Success. 3. Complete DQ#6.
7	April 28 th	Financial Accountability	<i>Due by Midnight on May 4th</i> 1. Complete Class Video Report. 2. Biblical Philosophy of School-Community Relationships 3. Complete your Portfolio.
8	May 5 th	Final Exam	<i>All class work is due by 11:59 p.m. on Friday, May 9th.</i>