



College of Education • Department of Educational Leadership & Counseling
"Gaining academic knowledge through scholarly pursuit, seeking wisdom and understanding."
ADMN 5133 School Community Relations
"Effective leadership in school and community relations."

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SYLLABUS
Spring 2013

CLASS MEETINGS

Mondays 5:30 – 8:20 pm
PVAMU NW Houston Campus
9449 Grant Road
Houston, TX 77070

COURSE DESCRIPTION

The course is intended to create awareness and eliminate any misunderstanding of public relations. The basis of the course is to develop an understanding of the various publics with which schools have relationships and to bring about an understanding of effective communication with the various publics. Further, the course will present both the theory of public relations and the practical application of successful methods in the field. The course will examine and critically evaluate up-to-date materials and research in the field of public relations.

COURSE OBJECTIVES

This course is designed to increase the knowledge and skills of future school leaders. Specifically, this course will examine issues in education related to school community relations. Therefore, students will gain understanding and value, and be able to:

- A. recognize methods of determining the school's most effective means of communication with various publics in the community.
- B. effect the understanding of proper, effective communications techniques and the ability to use them in dealing with the publics.
- C. show the changing nature of the relationships between the schools and the community and to bring about an understanding of trends and current thinking in the field.
- D. show the opportunities in the field of public relations and to indicate the areas of needed research.
- E. highlight practical methods of carrying out a public relations program.

TEXT

The School and Community Relations, 9th ed., Don Bagin, Donald R. Gallagher, Edward H. Moore;
Boston: Allyn and Bacon, (c) 2007. ISBN-10: 0205509061; ISBN-13: 978-0-205-50906-5

LEARNING RESOURCES

PVAMU Library: (936) 261-1500; <http://www.tamu.edu/pvamu/library/>

University Bookstore: (936) 261-1990; <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

TARGETED STANDARDS FOR THE PRINCIPAL CERTIFICATE

The Principal Standard Certificate issued by the State Board for Educator Certification requires a master's degree, a valid Texas Teacher Certificate, two years of teaching experience, completion of required graduate course work and a passing score on the TExES Examination #68.

(e) **Learner-Centered Communications and Community Relations.** A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:

- (1) demonstrate effective **communication** through oral, written, auditory, and nonverbal expression.
- (2) utilize effective **conflict management** and group **consensus building** skills.
- (3) implement effective strategies to systematically **gather input** from all campus stakeholders.
- (4) develop and implement strategies for effective internal and external **communications**.
- (5) develop and implement a comprehensive program of community relations which utilizes strategies that will effectively involve and inform **multiple constituencies**, including the **media**.
- (6) provide varied and meaningful opportunities for **parents** to be **engaged** in the education of their children.
- (7) establish **partnerships** with parents, businesses, and other groups in the community to strengthen programs and support campus goals.
- (8) respond to pertinent **political, social, and economic issues** that exist in the internal and external environment.

TARGETED STANDARDS FOR THE COUNSELOR CERTIFICATE

For the Professional Counselor Certificate issued by the State Board for Educator Certification, requirements are, two years of teaching experience, completion of required graduate work in counseling and a passing score on TExES Examination # 152.

(f) **Standard V. Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- (1) demonstrate effective **communication** through oral, written, and nonverbal expression;
- (2) use knowledge of **group dynamics** and productive **group interaction**;
- (3) support responsive **interventions** by effectively communicating with parents/guardians, teachers, administrators, and community members;
- (4) facilitate learners' access to **community resources**;
- (5) develop and implement strategies for effective internal and external **communications**;
- (6) facilitate **parent/guardian involvement** in their children's education;
- (7) develop **partnerships** with parents/guardians, businesses, and other groups in the community to facilitate learning; and
- (8) work effectively as a team member to **promote positive change** for individuals, groups, and the school community.

EXPECTATIONS

Students should be prepared for active participation and class discussion. They should read the assigned chapters in the text, and other assigned materials, before class in order to make a meaningful contribution to the class discussions and activities, and to perform well on the quizzes and exams. **The qualities of benefits you receive from this course are directly proportional to your ability to comprehend the readings and actively participate in class.**

UNIVERSITY RULES AND PROCEDURES

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

COMMUNICATION DEVICES MUST BE INAUDIBLE DURING THE CLASS.

GRADING

The following will be used to evaluate student learning and to determine the final grade:

Attendance: Regular and punctual class attendance is required for graduate courses. Class attendance and active participation are important in accomplishing the goals of this course. After the second absence, **five** points will be deducted from the **final grade points** for each absence.

Assignments: Assignments will allow students to have a variety of opportunities to demonstrate gained knowledge about school community relations issues as they exist throughout educational systems. Written assignments must be typed, double-space, using 1" margins, and size 12 Times font. All assignments must be emailed to the instructor by 3:00 p.m. on the dates indicated on the class schedule. A lower grade **(25%)** will result when an assignment is turned in late. However, no assignment will be accepted for a grade beyond 7 days of the due date. NO MAKE-UP WORK IS AVAILABLE for presentations, in-class exercises, quizzes, or exams.

Summary of Text Readings (30%): Readings, class discussions, group work, and in-class activities increase understanding, knowledge and skills. Students are expected to read, and demonstrate understanding of the assigned text in preparation of the class meeting.

Submission requirements: Submit a one-page summary of each of the assigned readings for the scheduled class meeting.

Quality: The assignments must be typed, double-space, using 1" margins, and size 12 Times font. Minimally, the summary should include the following: subject and purpose, relevance to school administrators or counselors, key points, conclusion for practical use, and bibliographical information.

Research Literature Summary (10%): Empirical literature review is pertinent to the scholarly pursuit of knowledge. To encourage the advancement of knowledge, students will review one research report covering a subject or topic discussed during the course. The report should be current (three years or newer), more than 10 pages in length, and based on a research study of effective educational practices. The research article should contain at least the following: introduction, literature review, methodology, finds, discussion of findings, and conclusions.

In stead of an empirical literature review summary, two summaries of educational articles describing techniques or strategies related to a topic discussed during the course will be accepted. The report should be current (three years or newer), more than 5 pages in length, and based on effective educational practices.

Submission requirements: Submit a two-page summary of the highlights from the report, and an electronic copy of the article. Provide a copy of the summary for each student in the class, as an email attachment.

Quality: The summary must be typed, double-space, using 1" margins, and size 12 Times font. Minimally, the review should include the following: subject and purpose, relevance to school administrators or counselors, key points, conclusion for practical use, and bibliographical information.

Presentation (20%): Practical application of knowledge will help students improve their presentation skills and techniques. Students will give a 30-minute informative presentation based on a topic from the course. The presentation will show that sufficient research has been done to adequately inform others of the topic. The presentation information will extend beyond that which is in the textbook, to include research studies and effective practices. Handouts highlighting the key points should be made available for each student during the class presentation.

Quality: The following are addressed: background, expertise, and credibility of the speakers, clearly defined topic, introduction of the subject and its background, purpose & relevance of the topic to school administrators or counselors, key points, summary/conclusion, visual & supporting materials, questions from audience, handouts, and audience interest.

Examination (30%): A comprehensive assessment will be due on the final class day to assess students' understanding of the course topics. The exams will cover information and materials based on the course topics. The exam format will consist of **extended answers** to education-related issues.

Binder (10%): A binder will be used to **catalog class notes and materials** students receive throughout the semester. The binder is intended to be a reference resource for a school principal or counselor. The binder should also include a current **resume** and **letter of interest** for either a principal or counselor position.

Quality: An **appropriate size** binder is used, and has a **cover sheet** and **end spine**. The binder is neat and **organized**. A **table of contents** is provided with a brief overview of each section. **Tabs** are used to separate each section. All disseminated materials, email messages, and class notes are included.

e-portfolio: **TrueOutcomes** is a tool that Prairie View A&M University uses for assessment purposes. At least **one of your assignments will be considered an "artifact"** (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCT and TrueOutcomes. The **COMPREHENSIVE FINAL EXAM** will be used as the TrueOutcomes artifact for this course.

Students are required to complete an **electronic portfolio** (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors.

DETERMINING THE GRADE

Assignment	Grade		Weight		Points		Grade	Distribution
Article Review		X	.10	=			A =	95 - 100
Text Reading Summary		X	.30	=			B =	85 - 94
Presentation		X	.20	=			C =	75 - 84
Examination		X	.30	=			D =	60 - 74
Binder		X	.10	=			F =	0 - 59
<i>Absence deductions</i>		X	-5	=	< >			
Total			1.00	=				

