SCHOOL COMMUNICATION & COMMUNITY RELATIONS  
EDAD 5375/6375  

Summer Session II, 2012

Professor: Dr. Raul R. Prezas  
Office #: FC216  
Telephone: 361.825.2165 (o)  
e-mail: raul.prezas@tamucc.edu

Office Hours: 5:00 pm-6:00 pm M, T, W, R; after class & by appointment

Class Meeting Days: M & W  
Class Meeting Dates: July 9-August 9, 2010  
Class Meeting Time: 6:00 pm-9:45 pm  
Class Meeting Place: BH 222

I. COURSE DESCRIPTION:

A study of the multidimensional role of school-community relations and administrative communication at the campus level. This course seeks to emphasize the importance of designing programs relating to the needs and problems of the school and its internal and external publics by employing analysis, oral and written communication formats, communication skills and processes, for a diverse democratic environment where citizen cooperation and involvement in school affairs are key to dynamic support and success of the school.

II. RATIONALE:

This course is designed to assist campus administrators in obtaining public support for the school. The course will present theories, principles and practices to assist campus administrators in planning, utilizing and overseeing a school-community communications program.

III./ STATE PROFICIENCIES (STANDARDS) AND TExES COMPETENCIES:

STANDARDS FOR THE PRINCIPAL CERTIFICATE

Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness, and in an ethical manner. At the campus level, a principal understands, values, and is able to:

model and promote the highest standard of conduct, ethical principles, and integrity in decision- making, actions, and behaviors.
implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title, relating to *Code of Ethics and Standards Practices for Texas Educators*.

model and promote the continuous and appropriate development of all learners in the campus community

promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community.

articulate the importance of education in a free democratic society.

Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

- create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- ensure that parents and other members of the community are an integral part of the campus culture.
- utilize strategies to ensure the development of collegial relationships and effective collaboration of campus staff.
- respond appropriately to the diverse needs of individuals within the community in shaping the campus culture.
- utilize emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision.
- facilitate the collaborative development of a shared campus vision that focuses on teaching and learning.
- facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated.
- align financial, human, and material resources to support the implementation of the campus vision.
- establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision.
support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities.

acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:

- collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff which addresses staff needs and aligns professional development with identified goals.
- facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts.
- ensure the effective implementation of the professional development plan by allocation of appropriate time funding, and other needed resources.
- implement effective legal, and appropriate strategies for selection, assignment, and induction of the recruitment, campus staff.
- utilize formative and summative evaluation processes to further develop the knowledge and skills of campus staff.
- diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members.
- engage in on-going, meaningful, professional growth activities to further develop necessary knowledge and skills, and to model lifelong learning.

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:

- demonstrate effective communication through oral, written, auditory, and nonverbal expression.
- utilize effective conflict management and group consensus building skills.
implement effective strategies to systematically gather input from all campus stakeholders.

develop and implement strategies for effective internal and external communications.

develop and implement a comprehensive program of community relations which utilizes strategies that will effectively involve and inform multiple constituencies, including the media.

provide varied and meaningful opportunities for parents to be engaged in the education of their children.

establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals.

respond to pertinent political, social, and economic issues that exist in the internal and external environment.

Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

- implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.

- gather and organize information from a variety of source for use in creative and effective campus decision making.

- frame, analyze, and creatively resolve campus problems using effective problem solving techniques to make timely, high quality decisions.

- develop, implement, and evaluate change processes for organizational effectiveness.

- implement strategies that enable the physical plan, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment.

- apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs.

- acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.

- collaboratively plan and effectively manage the campus budget
utilize technology to enhance school management.

utilize effective planning, time management, and organization of work

Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning.

facilitate the use of sound research-based practice in the development and implementation of campus curricular, curricular, and extracurricular programs.

facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.

facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum.

coop-facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.

Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice.

facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.

implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs.
utilize interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals.

facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.

facilitate the implementation sound, research-based theories and techniques or classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning.

facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs.

Acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

V. COURSE OBJECTIVES & OUTCOMES:

Upon completion of this course, the student will to be able to:

1. Relate the importance of public relations to the success of the school campus
2. Relate the importance of public relations to the success of the campus administrator
3. Assemble campus’ internal and external audiences and design specific messages for each appropriate audience.
4. Assemble key communicators within the community
5. Formulate a working knowledge using mass communications and interpersonal skills to influence stakeholders and community’s attitudes and perceptions
6. Prepare an appropriate public relations policy and its goals to create or improve a school/community public relations plan
7. Relate the importance of evaluation of a public relations plan
8. Relate the need and use of public relations during crisis situations

VI. COURSE TOPICS:

The major topics to be examined are:

Strategies for measuring public opinion
Identifying internal and external publics within the community
Developing message construction
Principles of effective communication
Designing a PR Calendar
Developing PR plans and evaluations to measure effectiveness
Crisis management
Media sources

VII. INSTRUCTIONAL METHODS AND ACTIVITIES:

This course will employ a variety of instructional methods to ensure understanding of the communication function in education and the administration within schools. Among these methods employed will be the traditional lecture/discussion; clinical experiences with group presentations and guided discovery and interaction.

VIII. EVALUATION AND GRADE ASSIGNMENT:

There will be a presentation from selected topics on school communications/community relations. Each student will write a 5-8 page paper on the topic. The student will also develop a public relations plan/strategy for a school campus as a culminating feature of the course. Students will be expected to participate and to interact in a variety of activities relating to the public relations and communications functions of an administrator. There will be periodic assignments related to course work and a comprehensive final examination. Grading will based upon the presentation, group and individual initiative, completion of the periodic assignments, the position paper, the public relations plan and the comprehensive final examination. The grade scale will be traditional in that it will be designated that

A--exceeds expectations
B--meets expectations
C--is below expectations

Presentation 15%; Position Paper-15%; PR Plan-30%; Final 25%; Class Participation & Attendance-15%

*Doctoral students will have an accompanying research paper with the presentation with APA citations and complete bibliography.

IX. POLICY ON ACADEMIC DISHONESTY:

Academic dishonesty, in all forms, including plagiarism, is not tolerated. All written assignments must be in your own words and all quotes and citations from others must be acknowledged in acceptable APA format giving appropriate credit and acknowledgment. Students found responsible for violating this rule and engaging in any form of academic dishonesty will be prosecuted to the fullest extent of University Regulations (see current TAMUCC catalog and student handbook). Please understand the seriousness and recognize it is the student’s responsibility to become acquainted with these regulations and policies. Additionally, students are not to use the same materials for other classes as each class has a different focus. All student work is subject to scrutiny by a commercial
computer program, Turnitin, designed to detect plagiarism and to verify originality of submitted work.

X. STUDENTS NEEDING DISABILITY ASSISTANCE:

Students needing any assistance with disabilities and needing an accommodation based on the impact of that disability should contact Disability Services in Driftwood 101 or telephone 361.825.5816 or email them at: disability.services@tamucc.edu

XI. STUDENTS NEEDING VETERANS ASSISTANCE:

Students needing assistance with the transition from military to academic life or with appropriate veterans benefits should contact the Veterans affairs Office in Cubicle 101 of the Student Services Center or telephone 361.825.2331 or email them.

XII. CELLULAR TELEPHONE USAGE IN CLASS:

Cellular telephone usage should be limited to emergency purposes only and cell phone should be on a “vibrate” mode so as not to disturb the class. This should be cleared in advance with the professor. Personal use of cellular telephones including “texting” (usage not related to class or to an emergency) may result in a grade deduction. Please turn off all electronic devices (including pagers, i-Pods, MP-3, Blackberry, zunes, etc. at the start of class.

XIII. PERSONAL COMPUTER USAGE IN CLASS:

The use of laptop computers or other portable computing devices must be limited to activities directly related to classroom activities (i.e., taking notes). Personal or recreational use during class time may result in a grade point reduction.

XIV. TENTATIVE COURSE SCHEDULE AND POLICIES:

Week 1  Introduction-Importance of Public relations, Public Character of the School; Understanding the Community, Policies, Goals Strategies; Communicating with Internal Publics

Week 2  Communicating with External Publics; Discuss Project & Position Paper, School Services & Special Events, Discuss PR Plan, The Communication Process

Week 3  Working with the Press; --Radio, TV, Exhibits & Presentations, Preparing Printed Materials Conducting Special Issue Campaigns
Week 4  
Crisis Communication; Crisis Management & PR Issues, Administering the Program

Week 5  
Projects Due Wrap Up & Review; All materials & Assignments turned in.

COURSE POLICIES: This is a graduate class. You are expected to be at every class meeting. The following attendance policy will be: the third absence will result in a grade of “B”; the fourth absence will result in a grade of “C” and you might want to consider retaking the course. If you must be absent, please try to let me know in advance, if possible. You should have a classmate obtain any handouts for you, as well as any classroom lecture/discussion notes. Class participation is necessary to receive optimum benefits from this class. All projects, reports, etc. are expected in a timely fashion.

XV. TEXTBOOK


XVI. SELECTED BIBLIOGRAPHY


Davis, R. (1986). School public relations, Rockville, MD: NSPRA.


