

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 742

EDUCATIONAL LEADERSHIP AND PUBLIC RELATIONS

COURSE DESCRIPTION

An investigation into the issues and practices of developing communication and relationships to enhance support for educational activities within and outside the school.

RATIONALE

The Educational Leadership program is designed to provide individuals with the concepts, skills, knowledge and dispositions necessary to positively contribute to the field of education. The purpose of Educational Leadership and Public Relations is to provide insight into the role of the institutional leader in the systematic promotion of a program, in crisis management, in directing the vision, in implementing the institution's philosophy, and in fulfilling the institution's mission. The participants in the class will explore relevant research on the philosophies and theories of public relations including those biblical examples which provide a model for success and failure.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word

IV. PROGRAM LEARNING OUTCOMES

A graduate of the Doctor of Education (Ed.D.) program:

- A. ***Knows research competencies synthesized with Christian values, moral dimensions, and ethical implications.***
 - 1. Makes broad distinctions between research philosophies and approaches.

2. Demonstrates an understanding of the practices that inform site-based research by interpreting and designing research.
3. Interprets how practitioners carry out inquiry and the issues faced, and can make inferences about research implications.

B. *Implements leadership, teaching and learning competencies as a gift from God because teaching /learning is a calling from God.*

4. Integrates skills in speaking, writing, reading, and listening for effective communication in educational settings.
5. Models citizenship through moral leadership and sensitivity to human needs.
6. Collaborates with various educational stakeholders in a variety of settings.
7. Selects appropriate technology and resources to support educational goals.
8. Utilizes highly effective educational strategies based on individual needs.
9. Uses a variety of assessment strategies to improve student learning.

C. *Believes foundation competencies consistent with our mission to prepare competent professionals with a biblical worldview for Christian, public, and private schools.*

10. Upholds high standards of competence and integrity, exercises sound judgment in the practice of the profession, and participates in activities of professional organizations relevant to their field.

V. MEASURABLE LEARNING OUTCOMES

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

- A. Analyze the demonstrated leadership styles of specific biblical leaders and evaluate their approaches to building relationships with the public whom they interacted with.
- B. Analyze the community's perception of a school or program using a demographic profile from an existing school or program and diagnose the areas in which the school or program should take the initiative to improve its relationships.
- C. Evaluate multiple approaches to campaign formatting and select the most effective technique for the task.
- D. Evaluate the events leading to a crisis situation in an educational environment, the public response of the school officials to that crisis, and the community's response to the handling of the crisis.
- E. Evaluate the public relations efforts of two diverse school systems or programs to identify the most effective component for each system.
- F. Describe model public relations policies and practices.
- G. Analyze the roles of the key players in building positive public relations.
- H. Assess the integrity of campaign elements.

VI. VDOE COMPETENCIES MET IN THIS COURSE FOR SCHOOL ADMINISTRATORS

- 1.b.7 Effective communication skills including consensus building, negotiation, and mediation skills.

- 1.c.2 Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community.
- 1.c.3 Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models.
- 1.d.1 Emerging issues and trends within school/community relations.
- 1.d.2 Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population.
- 1.d.3 Developing appropriate public relations and public engagement strategies and process.
- 1.d.4 Principles of effective two-way communication, including consensus building and negotiation skills.
- 1.d.5 Integration of technology to support communication efforts.
- 1.e.4 Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity.
- 1.e.5 Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.
- 1.f.3 Identify and respond to internal and external forces and influences on a school.
- 1.f.4 Identify and apply the processes of educational policy development at the state, local, and school level.
- 1.f.5 Identify and demonstrate ways to influence educational policy development at the state, local, and school level.
- 1.g.1 Experiential activities that complement, implement, and parallel the university curriculum.
- 1.g.2 Activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.

VII. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Practicum Requirements – **Licensure Candidates Only**

Only licensure candidates must complete the practicum in order to earn a passing grade in this course. **The minimum required number of hours for building-level school administration is 30 hours; for district-level/superintendent candidates, it is 50 hours.** During this course, the candidate will complete practicum hours in an accredited school. The majority of the hours must be completed while school is in session and students are present. Before beginning the practicum, the candidate will submit the practicum proposal form to the instructor for approval.

Upon completion of the practicum, the candidate will submit the Field Experience Summary (FES) via Blackboard. The Field Experience Assessment (FEA) will be completed in LiveText's Field Experience Management (FEM) program. The link to this form will be emailed to your mentor.

The form submissions are non-graded assignments; however, they are required for licensure candidates.

D. Online Field Trip Discussion Board Forums (2)

The candidate will complete two online field trips using the links provided. The candidate will write at least 350 words about his or her experience. The candidate will post two substantive replies of 200 words.

E. Case Study Discussion Board Forums (4)

The candidate will read the assigned case studies and write at least 750 words with a one paragraph response to each of the questions listed. Each thread must contain at least two scholarly resource citations. The candidate will post two substantive replies of 300 words each to other candidates' threads, and incorporate at least one scholarly citation.

F. Reading Summary and Reflective Comments (5)

The candidate will summarize and reflect on the main principles of the assigned readings. The candidate must critique ideas in light of a biblical worldview. The summaries will be 100–125 words, and the reflections will be 150–200 words.

G. Comparative Critique of Seven Articles

The candidate is required to review a minimum of seven articles which describe the public relations role of school leaders. The candidate will write a single essay that compares and contrasts the elements of the seven articles. Completed in current APA formatting, the critique must include a reference page listing all articles and must be 5–7 pages.

H. Biblical Character Analysis Paper

The candidate will research a leader from the Old or New Testament, analyzing the issues the leader faced when dealing with various publics, the manner in which specific issues were handled, and the consequences of the choices made. The assignment will be 3–5 pages.

I. Benchmark Assignment (**choose one**)

You will complete a community resources alignment project at either the district or school level. Please choose the assignment in LiveText that applies to your program. For instance, if you are in the District-level/superintendent preparation program, choose the District-level LiveText assignment. If you are pursuing a School-level school administration license, choose the School-level assignment in LiveText. Those not in a specific preparation program may choose either the district or the school assignment.

District-Community Resources Alignment Project **or** School-Community Resources Alignment Project

1. Demographic Study

The candidate will complete a 5–8 page demographic study using at least two references. This paper must be formatted according to current APA style,

submitted through SafeAssign, and include a reference page. This assignment will also be submitted in LiveText as part of the Benchmark Assignment.

2. Needs Assessment

The candidate will compile a 3–5 page needs assessment using at least three references. This paper must be formatted according to current APA style, submitted through SafeAssign, and include a reference page. This assignment will also be submitted in LiveText as part of the Benchmark Assignment.

3. Resources Report

The candidate will write a 5–8 page analysis of community resources. This report must include an annotated directory, a reference page, at least two sources, must be formatted according to current APA style, and must be submitted through SafeAssign. This assignment will also be submitted in LiveText as part of the Benchmark Assignment.

4. Relations Proposal **or** Service Proposal

The candidate will write a 3–5 page proposal as the final stage of the Benchmark Assignment for this course. The candidate will use the demographic study, needs assessment, and resources report completed in previous modules/weeks to develop a proposal. This assignment requires at least two references, must be formatted according to current APA style, and must be submitted through SafeAssign. This assignment will also be submitted in LiveText as part of the Benchmark Assignment.

J. Field Experience Summary (FES) – Licensure Candidates Only

Only licensure candidates will complete this in the provided form and will include relevant information from the practicum. This assignment is required in order for the candidate seeking licensure to pass this course.

K. Field Experience Assessment (FEA) – Licensure Candidates Only

The onsite mentor will complete the FEA in LiveText’s Field Experience Management (FEM) program. The link to this form will be emailed to your mentor with instructions for completing the FEA via LiveText. This assignment is required in order for the candidate seeking licensure to pass this course.

VIII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Online Field Trip Discussion Board Forums (2 at 20 pts ea.)	40
Case Study Discussion Board Forums (4 at 50 pts ea.)	200
Reading Summary and Reflective Comments (5 at 20 pts ea.)	100
Comparative Critique of Seven Articles	120
Benchmark Assignment	
Demographic Study	100
Needs Assessment	100
Resources Report	100

Relations Proposal or Service Proposal	100
Biblical Character Analysis Paper	140
Field Experience Summary (FES)	0
Field Experience Assessment (FEA)	0
Total	1010

B. Scale

A = 960–1010 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889
 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779
 D- = 730–749 F = 0–729

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

EDUC 742

- Textbooks: Munro, J. H. (2014). *Roundtable viewpoints: Educational leadership*. Boston, MA: McGraw-Hill/Create.
- Razik, T. A. & Swanson, A. D. (2010). *Fundamental concepts of educational leadership and management* (3rd ed.). Upper Saddle River, NJ: Allyn & Bacon.
- Van Brummelen, H. (2009). *Walking with God in the classroom* (3rd ed.). Colorado Springs, CO: Association of Christian Schools International.

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Munro: Issue 1, Articles 1.1–1.5 Razik & Swanson: ch. 1 Van Brummelen: ch. 1 4 presentations	Course Requirements Checklist	10
		Ed.S/Ed.D Advising Guide Quiz	0
		Class Introductions	0
		DB Forum 1: Online Field Trip	20
		Reading Summary and Reflective Comments 1	20
2	Munro: Issue 2, Articles 2.1–2.4; Issue 3, Articles 3.1–3.4 Razik & Swanson: ch. 2 2 presentations	DB Forum 2: Case Study	50
		Comparative Critique of Seven Articles	120
		*Practicum Proposal	0
3	Razik & Swanson: ch. 7 Van Brummelen: chs. 2–3 2 presentations	Demographic Study	100
		Reading Summary and Reflective Comments 2	20
4	Munro: Issue 4, Articles 4.1–4.4; Issue 9, Articles 9.1–9.4 Razik & Swanson: ch. 8 Van Brummelen: ch. 5 4 presentations	DB Forum 3: Online Field Trip	20
		DB Forum 4: Case Study	50
		Reading Summary and Reflective Comments 3	20
5	Razik & Swanson: chs. 11–12 Van Brummelen: ch. 9 4 presentations	Biblical Character Analysis Paper	140
		Reading Summary and Reflective Comments 4	20
6	Razik & Swanson: chs. 5–6; review ch. 7 3 presentations	DB Forum 5: Case Study	50
		Needs Assessment	100
MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
7	Van Brummelen: ch. 8 2 presentations	Resources Report	100
		Relations Proposal or Service Proposal	100

8	Munro: Issue 10, 10.1–10.4 Razik & Swanson: chs. 13–14 2 presentations	DB Forum 6: Case Study	50
		Reading Summary and Reflective Comments	20
		5	0
		*Field Experience Summary (FES)	0
		*Field Experience Assessment (FEA)	0
		**Benchmark Assignment: Community Resources Alignment Project Submission	0
TOTAL			1010

DB = Discussion Board

* Licensure candidates only

** LiveText Submission

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.

Keep source formatting