

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

EDLR 6620 Human Relations for Educational Leaders (2-2-3)

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Office Hours: MTWR 1:00 p.m. –4:00 p.m.

Course Description

This course is designed to provide candidates in educational leadership knowledge, performance, and attitudinal competencies as they related to principles of human relations and group dynamics: communication, motivation, attitudes, conflict resolution, positive energy, and group leadership. School/District level performance-based field/lab exercises required.

Textbook

A Human Relations Approach to the Practice of Educational Leadership (2003)
Ronald W. Rebores

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives

The candidate will:

1. Determine a school's most effective means of communication with various publics in the community.
2. Demonstrate an understanding of proper, effective communications techniques and use them.
3. Identify effective school websites.
4. Review, analyze, and evaluate public relations efforts and products.
5. Demonstrate the ability to work with the local media and become familiar with the proper protocol in preparing a news release.

1. College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

For each of the three sections below, include the elements that are addressed in your particular course and delete those that are not applicable. When complete, delete this italicized text.

Element: Prepared (PD)

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-Specific Standards Addressed in This Course

(i) Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating a continuous change process to improve the educational program through facilitating the development, articulation, implementation, and stewardship of a shared school or district vision of learning supported by the school community.

- Communicate effectively
- Build consensus and negotiate
- Communicate the vision and mission of the school; develop the vision with and among stakeholders; engage community to realize, recognize, and celebrate the vision of the school.

(iv) Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, managing conflict and mobilizing community resources.

- Collaborate with Families and Other Community Members to increase involvement in school decision-making processes to have a positive effect on student learning.
- Respond to community interests and needs by collecting and organizing formal and informal information from multiple stakeholders to inform district decision-making.
- Mobilize community resources to solve problems of common concern to the school and the community.
- Communicate student and school progress, local policies, Georgia law, and other important information to stakeholders through a variety of media.

Method of Instruction

Readings, discussions, case studies, field experiences, individual and group presentations. Candidates complete performance-based assessments related to the course. Class meets weekly from 4:30 p.m. until 7:45 p.m. with one break.

Course Schedule

Class One	October 12	Introduction to course
Class Two	October 19	Chapters 11, 12, and 13
Class Three	October 26	Chapters 14 and 15; assignment due

Class Four	November 2	Chapters 1 and 2
Class Five	November 9	Chapters 3 and 4 (Guest, Dr. Paulette Schenck); assignment due
Class Six	November 16	Chapters 5 and 6
Class Seven	November 23	Chapters 7 and 8; assignment due
Class Eight	November 30	Chapters 9 and 10; assignment due
		End of Course Evaluation
		Field Experience Due

Performance Assessments

1. Complete any two of these tasks and document your work in two separate formal papers:
 - (1) Obtain a copy of your school district communication policy summarize the policy, and discuss its strengths and weaknesses. (2) Obtain a copy of your district's school and community public relations plan, summarize its content, and discuss its strengths and weaknesses. (3) Interview the public relations person for your district and summarize the interview highlighting the work and processes followed. Assignment is to be completed and submitted at class three.
2. Select one school document or publication that is a positive example of a school's community relations efforts and one document or publication that is a negative example of a school's community relations efforts. These documents may be newsletters, schedules, calendars, news releases, handbooks, or other similar publications. Critique both of these responding to the following prompts:
 - a. What is the purpose of the document?
 - b. Who is the intended audience?
 - i. Is the language appropriate for the audience?
 - ii. Does the language appeal to the interest of the audience?
 - c. What are the strengths and weaknesses of the content?
 - d. Who prepared the document?
 - e. How was it published and distributed?
 - f. What are the strengths and weaknesses of the graphic, visual appeal?
 - g. Are there any concerns with the typography, photo, or layout?
 - h. How does the organization assess the effectiveness of this document?

Present the publications and your critique in a formal paper and oral class presentation.
Due at class five.
3. Prepare a news release. Investigate and follow the proper district and school protocol for submitting a news release for a newsworthy activity or event at your school. Compose the news release, provide a photo, and send the information to the appropriate contact person. Documentation to be submitted includes a narrative of the processes you followed to prepare the news release, the final draft of the news release, a photo, a copy of the communication used to present the news release to the media, and the finalized article as it appeared in the media or on TV (as available), and a timelog. Assignment is due no later than class seven.
 - a. How does the media in your community want to receive a press release from schools?
 - b. How does your news release measure against press standards in terms of style of writing, quality of writing, and mechanical makeup of your copy?

- i. Is key news in the first paragraph?
- ii. Do you follow the inverted pyramid style?
- iii. Does your lead answer some of these questions (who, what, whe, when, why, where, how) but not cover all?
- iv. Is your lead concise, direct, engaging?
- v. Is your lead conventional, question, quote, contrast? (see text page 220)
- c. Quality of writing
 - i. Familiar words
 - ii. Avoids jargon
 - iii. Simple, short sentences
 - iv. Use action verbs
 - v. Avoid judgmental, opinionated descriptors
 - vi. Identify people appropriately
 - vii. Can you personalize the story to engage the reader or is that not appropriate given purposed of the news release?
- d. Mechanics of press release
 - i. Prepared on white paper
 - ii. Text is typed, double spaced
 - iii. Date story is sent and date to be released in header
 - iv. Contact person information provided in header or footer
 - v. Text of news release begins approximately one-third down the page
 - vi. Total copy does not exceed two pages

FIELD EXPERIENCE (understanding and capability)

Candidates are required to complete the following performance-based experience. Visit at least three school websites, each in a different school district, and your school website (total of four). Compile an inventory of the types of information available on each site and present this summary in a table or diagram. Identify what and how each site's appearance and organization contributes to its overall image and ease of use at each site and discuss this in your paper. Write a comparative analysis of the sites, noting which components of each site you believe are particularly effective and ineffective at communication with key audiences; justify your analysis (provide evidence of what is best practice or standard for website construction). Conclude with specific commendations and recommendations for your school website. Your coach must complete an evaluation of this assignment. Your work is due at last class.

Grades

90>	A
80 – 89.99	B
70 – 79.99	C
60 – 69.99	D
59.99<	F

Other Important Information

Attendance

Augusta State University requires class attendance. Roll will be taken each class. The Augusta State University Catalog allows a professor to withdraw a student from a class should a student be absent for more than 10 percent of the class time, regardless of the cause. In our case, since we meet just eight times, a student can not miss more than ONE class. Given the rigor of graduate work, there are no excused absences in this course. Students are responsible for signing in at each class and for signing out if leaving before the class is concluded.

APA Style

All written work is to follow the American Psychological Association (APA) style manual, sixth edition (2009). APA style addresses the mechanics of writing as well as the format for citation of references. See <http://apastyle.apa.org/learn/index.aspx> and <http://www.aug.edu/elcse/> for basic information.

Assignments

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: class begins at 4:30 p.m. on the 30th, and you cannot attend; you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
(p.43)

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

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