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 <u>not</u> 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.

Note:
700 level courses are only for students enrolled in the Ed.S. or Ed.D. program

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. RECOMMENDED RESOURCE PURCHASE

American Psychological Association. *Publication manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

IV. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio/video output equipment

B. Internet access (broadband recommended)

C. Blackboard recommended browsers

D. Microsoft Word

V.   **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.*

1. Integrates skills in speaking, writing, reading, and listening for effective communication in educational settings.
2. Models citizenship through moral leadership and sensitivity to human needs.
3. Collaborates with various educational stakeholders in a variety of settings.
4. Selects appropriate technology and resources to support educational goals.
5. Utilizes highly effective educational strategies based on individual needs.
6. 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.*

1. 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.

VI.   **MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the candidate 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.   Describe model public relations policies and practices.

E.   Analyze the roles of the key players in building positive public relations.

F.   Assess the integrity of campaign elements.

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)

Discussion boards are collaborative learning experiences. Therefore, 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 (MLO C, D, E, F).

E.   Case Study Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, 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 (MLO C, D, E, F).

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 (MLO C, D, E, F).

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 5–8 pages (MLO C, D, E, F).

H. Biblical Character Analysis

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 (MLO A).

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

The candidate 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 (MLO B, C, D, E, F).

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	140
Benchmark Assignment	
Demographic Study	100
Needs Assessment	100
Resources Report	100
Relations Proposal **or** Service Proposal	100
Biblical Character Analysis	120
Field Experience Summary (FES)	0
Field Experience Assessment (FEA)	0
Total	**1010**

B.   Scale

A = 960–1010   A- = 940–959   B+ = 920–939   B = 900–919   B- = 880–899

C+ = 860–879   C = 840–859   C- = 820–839   D+ = 800–819   D = 780–799

D- = 760–779   F = 0–759

C.   LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher

Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D.   Disability Assistance

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

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy or the Student Disability Grievance Policy and Procedures.

IX.   VDOE REGULATION COMPLIANCE

VDOE Competency	Course Evidence
8VAC20-543-570 A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies: 2. Knowledge, understanding, and application of leadership and organizations, including; g. Effective two-way communication skills including consensus building, negotiation, and mediation skills.	**Reading:** Select chapters in Moore (2009), Razik & Swanson (2010), and Youssef (2013) **Assignment:** Biblical Character Analysis Discussion Board 2 Discussion Board 6 Reading Summary and Reflective Comments 2 Reading Summary and Reflective Comments 4 **Presentation:** Educational Leadership Teaching and the Roles of Christian Leaders
8VAC20-543-570 A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies: 4. Knowledge, understanding, and application of the conditions and dynamics	**Reading:** Select chapters in Moore (2009), Razik & Swanson (2010), and Youssef (2013) **Assignment:** Comparative Critique of Seven Articles Discussion Board 1 Reading Summary and Reflective Comments 1 Reading Summary and Reflective Comments 5

impacting a diverse school community, including: a. Emerging issues and trends within school and community relations;	Benchmark Assignment **Presentation:** New Advancements in Educational Leadership The Future of Our Schools
8VAC20-543-570 A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies: 4. Knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community, including: b. Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;	**Reading:** Select chapters in Moore (2009), Razik & Swanson (2010), and Youssef (2013) **Assignment:** Demographic Study Discussion Board 4 Reading Summary and Reflective Comments 4 **Presentation:** Educational Leadership and Understanding the Purpose of Our Schools Why is it Important that God Lead you within the School
8VAC20-543-570 A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies: 4. Knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community, including: c. Developing appropriate public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners; and	**Reading:** Select chapters in Moore (2009), Razik & Swanson (2010), and Youssef (2013) **Assignment:** Resources Report Service Proposal **Presentation:** Effective Planning in Educational Leadership Making Decisions as a Leader within the School The Importance of Community and Public Relations within the School Effective Communication with the Schools
8VAC20-543-570 A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public	**Reading:** Select chapters in Moore (2009), Razik & Swanson (2010), and Youssef (2013) **Assignment:**

school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies: 4. Knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community, including: d. Integration of technology to support communication efforts.	Comparative Critique of Seven Articles Discussion Board 3 Reading Summary and Reflective Comments 5 **Presentation:** Changes in Educational Leadership Allocation Resources within the Schools
8VAC20-543-570 A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies: 6. Knowledge, understanding, and application of basic leadership theories and influences that impact schools including: b. Ability to identify and respond to internal and external forces and influences on a school;	**Reading:** Select chapters in Moore (2009), Razik & Swanson (2010), and Youssef (2013) **Assignment:** Needs Assessment Relations Proposal Discussion Board 5 Reading Summary and Reflective Comments 5 **Presentation:** Effective Communication within the Schools Developing Safe Schools that are Supportive Learning Environments The Importance of Change even when things are going well
8VAC20-543-570 B. Complete a deliberately structured and supervised internship that is focused on student academic progress for all students and 1. Provides significant experiences within a school environment for candidates to synthesize and apply the content knowledge and develop professional skills through school-based leadership experiences;	30-hour field experience
8VAC20-543-570 B. Complete a deliberately structured and supervised internship that is focused on student academic progress for all students and 2. Shall occur in a public or accredited nonpublic school;	30-hour field experience
8VAC20-543-570	

B. Complete a deliberately structured and supervised internship that is focused on student academic progress for all students and 3. Provides exposure to five different multiple sites, including elementary, middle, high, central office, and agency with diverse student populations; and	30-hour field experience
8VAC20-543-570 B. Complete a deliberately structured and supervised internship that is focused on student academic progress for all students and 4. Documents a minimum of 320 clock hours of administration and supervision internship, of which at least 120 clock hours are embedded as experiential field-based opportunities experienced during coursework.	30-hour field experience

COURSE SCHEDULE

EDUC 742

Textbooks: Moore. *School public relations for student success* (2009).

Razik & Swanson. *Fundamental concepts of educational leadership and management* (2010).

Youssef. *The leadership style of Jesus* (2013).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Moore: chs. 1–4 Razik & Swanson: ch. 1 Youssef: chs. 1–2 4 presentations 1 website	Course Requirements Checklist Advising Guide Acknowledgement Class Introductions DB Forum 1: Online Field Trip Reading Summary and Reflective Comments 1	10 0 0 20 20
2	Moore: chs. 5–10 Razik & Swanson: ch. 2 Youssef: chs. 3–5 2 presentations	DB Forum 2: Case Study Comparative Critique of Seven Articles *Practicum Proposal	50 140 0
3	Moore: chs. 11–12 Razik & Swanson: ch. 7 Youssef: chs. 6–9 2 presentations	Demographic Study Reading Summary and Reflective Comments 2	100 20
4	Moore: chs. 13–14 Razik & Swanson: ch. 8 Youssef: chs. 10–12 4 presentations	DB Forum 3: Online Field Trip DB Forum 4: Case Study Reading Summary and Reflective Comments 3	20 50 20
5	Moore: ch. 15 Razik & Swanson: chs. 11–12 Youssef: chs. 13–14 4 presentations	Biblical Character Analysis Reading Summary and Reflective Comments 4	120 20
6	Moore: ch. 16 Razik & Swanson: chs. 5–6; review ch. 7 Youssef: chs. 15–16 3 presentations	DB Forum 5: Case Study Needs Assessment	50 100

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
7	Moore: ch. 17￼ Youssef: ch. 17￼ 1 presentation	Resources Report￼ Relations Proposal **or** Service Proposal	100￼ 100
8	Moore: ch. 18￼ Razik & Swanson: chs. 13–14￼ Youssef: ch. 18￼ 2 presentations	DB Forum 6: Case Study￼ Reading Summary and Reflective Comments 5￼ *Field Experience Summary (FES)￼ *Field Experience Assessment (FEA)￼ **Benchmark Assignment: Community Resources Alignment Project Submission	50￼￼ 20￼ 0￼ 0￼￼ 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**.