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EDLD 559.01: Public Relations for Principals - Online

Michael L. Perry

University of Montana, Missoula

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THE UNIVERSITY OF MONTANA
Department of Educational Leadership
EDLD 559
Public Relations for Principals Online Autumn 2021

Instructor: Mike Perry, Ed.D.
Dates: August 30 – December 17, 2021
Email: educ8er@hotmail.com, mperry@arleeschools.org
Phone: 253-2844

1. Course Description

This course will investigate the appropriate leadership and management roles of the modern school principal with respect to community relations. It will include some of the more traditional approaches to public relations typically attributed to the business of public relations. However, the primary objective is to have the student understand political theory and how an awareness of this can be helpful in developing and maintaining a good relationship with internal and external publics.

2. Course Objectives

Students will grow toward being educated, successful professionals by developing proficiency in knowledge and skill application, as evidenced by demonstration of the ability to:

- a. develop an understanding of their own beliefs, vision, and operating principles as apply to public relations;
- b. identify the key factors for the principal as a communicator to both internal and external publics;
- c. describe principal/school board relationships;
- d. capture and explain the nature of community participation in schools;
- e. describe schools as social systems;
- f. discuss the politics of education;
- g. discuss conflict and change in modern school/district governance;
- h. enhance district-level internal and external relations;
- i. conduct needs assessments, in-service workshops, and funding campaigns;
- j. improve their professional writing, listening, and speaking skills;
- k. compose press releases and newsletters; and
- l. work with the media.

3. Weekly Assignments

Weekly assignments will be posted on Monday of each week and will be due to the instructor the following Monday by **8AM** via email. Several of the assignments may contain two parts. There will be no assignment for the final week to facilitate the completion of final case analysis.

How to submit assignments: Email completed assignments as attachments to educ8er@hotmail.com. Please use the following format when naming the attached file:

(Your last name)(your first name) (Class)(Unit #)

Example: Doe John EDLD559 Unit#2

In the subject line of the email, please put the course number and the unit number.

Example:

EDLD559 Unit #2

4. Discussion Topics

Weekly discussion topics will be posted each Monday and topics with additional short readings may be updated throughout the week. Students are expected to participate in the discussions and treat all classmate responses with respect. Please post a significant statement about the topic in the forum and respond to at least two of your classmates' posts.

5. Final Case Analysis – Due December 10, 2021

A group of cases will be placed in the Moodle shell in Unit 5. Each student will select a case and develop a 3 – 4 page analysis of the public relations issues contained in the case. A framework will be provided.

6. Grading

Grades will be based on the following three areas:

- Participation in class discussions (40%)
- Weekly assignments (40%)
- Final Case Analysis (20%)

7. Required Text

Vollmer, Jamie (2010) *Schools Cannot Do It Alone: Building Public Support for America's Public Schools*. Fairfield, IA: Enlightenment Press.

Additional material will be provided throughout the course.

MISSION ALIGNMENT

The Department of Educational Leadership has aligned itself with the mission of The University of Montana-Missoula and the Phyllis J. Washington College of Education and Human Sciences. The following mission statements demonstrate this alignment. Learning activities in this course have been designed to address appropriate areas of these mission statements.

The University of Montana-Missoula Mission

The mission of The University of Montana-Missoula is the pursuit of academic excellence as indicated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Through its graduates, the University also seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities. Through its programs and the activities of faculty, staff, and students, The University of Montana-Missoula provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation and the world.

Phyllis J. Washington College of Education and Human Sciences Mission

The Phyllis J. Washington College of Education and Human Sciences shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Vision

The faculty members and the numerous graduates of the Department of Educational Leadership will be a guiding force in education throughout the second decade of the 21st century.

Educational Leadership Mission

We empower individuals to challenge the future.

By:

- preparing professionals for leadership based on research of best practices.
- helping individuals to see a better future.
- developing a future focused role for leaders.
- preparing leaders to invent their future and the future of others.
- influencing individuals to realize what could be.
- preparing people for an uncertain world.
- preparing leaders to realize a better future.
- applying theory to practice.

COURSE OUTCOMES AND STANDARDS FOR SCHOOL LEADERS

The Administrative Rules of Montana (ARM) 10.58.705 specify the standards for the education of supervisors, principals, and superintendents through the Professional Educator Preparation Program Standards and Procedures (PEPPS). These standards are also identified more specifically in the next section “Course Objectives”.

It should be noted that the Montana PEPP Standards are based upon the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The ISLLC Standards were developed by the Council of Chief State School Officers and member states in 1996. The ISLLC and PEPP Standards are used to guide courses in Educational Leadership. For a more detailed explanation of the ISLLC Standards and specific information in the areas of Knowledge, Dispositions, and Performances for each standard,

visit the web site for the Council of Chief State School Officers at <http://www.ccsso.org/content/pdfs/isllcstd.pdf>.

Montana Professional Educator Preparation Program Standards (PEPPS)

10.58.705 School Principals, Superintendents, Supervisors, and Curriculum Directors

- (1) The program requires that successful candidates:
- a) Facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;
 - b) Promote a positive school culture,
 - i. provide an effective instructional program,
 - ii. apply best practice to student learning, and
 - iii. design comprehensive professional growth plans for staff in order to promote the success of all students;
 - c) Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;
 - d) Collaborate with families and other community members,
 - i. respond to diverse community interests and needs,
 - ii. including Montana American Indian communities, and
 - iii. mobilize community resources in order to promote the success of all students;
 - e) Act with integrity, fairness, and in an ethical manner in order to promote the success of all students;
 - f) Understand, respond to, and influence the larger
 - i. political,
 - ii. social,
 - iii. economic,
 - iv. legal, and
 - v. cultural context in order to promote the success of all students; and
 - g) Complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

Students seeking a M.Ed. in Educational Leadership are encouraged to reference the PEPP Standards in their M.Ed. culminating presentation to the comprehensive exam committee.

EXPECTATIONS

Students enrolled in this course are expected to demonstrate regular and consistent class participation through weekly asynchronous online discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion (refer to *Professional Standards for Student Performance*, Appendix A).

Students are required to be current in the assigned readings and online discussions for the course and to submit required assignments in a timely manner. **Late assignments will be accepted only with prior consent of the instructor.**

Written assignments will reflect the individual's original work and, when appropriate, follow the style articulated in the *Publication Manual of the American Psychological Association* (APA). All references to works by other authors must be properly cited. All written assignments must (a) include a title page (Appendix B), (b) be double spaced, (c) use 12 point font, (d) utilize indented paragraphs rather than business block format, (e) be left justified rather than full justification and (f) numbered in the top right hand corner. You do not need to provide an abstract or use a Running Head.

Each written assignment must contain a title page (see Appendix B) and be saved using Microsoft Word.

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. You are required to be familiar with the Student Conduct Code. The Student Conduct Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.

APPENDIX A

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at
The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
 - Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
 - Demonstrate an ability to express himself/herself well in speech and writing, and
 - Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

*FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS
MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP*

APPENDIX B

Assignment

Paper Title

by
Your Name

Submitted to
Mike Perry, Ed.D.

In Partial Fulfillment of the Requirements of
EDLD 559: Public Relations for Principals

The University of Montana
Fall 2021