EDLD 6365
783, Spring A 2020
Syllabus

Basic Information

Dr. Kevin Badgett

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College of Education
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OFFICE HOURS: Tues – 10 to 12, Wed – 9 to 11, Thurs 9 to 11, by appointment in the evening

Course Dates: January 13 through March 6

This course is a Web Course and is conducted within Canvas.

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Syllabus is subject to change at the instructor's discretion. Moreover, students must read all posts made to the announcements page of the on-line course shell. In the event a contradiction between the syllabus and course shell is brought to the professor's attention, the professor will promptly address the contradiction and offer clarification.

Course Description

Course Catalog Description:

This course will examine the exemplary leadership standards for Texas Principals as expressed in the State Board for Educator Certification (SBEC) competencies and the Educational Leadership Constituents Council (ELCC). Today's Principal must demonstrate learner-centered leadership as he or she encourages and nurtures maximum student performance and helps improve staff productivity and parent participation in educational success for all. By the end of this course, Principal Candidates will clearly understand national and state standards regarding school public relations. Specifically,

ELCC Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

ELCC Standard 4: 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, and mobilizing community resources.

To acquaint you with the 268 Principal Competencies that form the base for the 268 Principal as Instructional Leader Certification, visit the following web site where you will be able to download a certification exam preparation manual.

Measurable Learning Outcomes:

By the end of this course, you should be able to:

1) Articulate a meaningful definition of school-public relations grounded in research and experience.
2) Understand the intersection of professional standards/competencies and school-community relations in a real-world setting.
3) Plan for meaningful efforts to engage stakeholders with consideration for best practices borne out in research.
4) Understand how normal campus and district operations are influenced by public relations related concerns.
5) Identify varied impressions and perspectives through personal interviews with different stakeholder groups.
6) Develop a draft of a strategic school-public relations plan.

Conceptual Framework of the University of Texas of the Permian Basin School of Education

Vision

The vision of the College of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission

The mission of the College of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Principal Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

Skills (S): Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

Dispositions (D): Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
   a) to strive for social justice, equality, and equity for all learners
   b) to continue the process of self-growth, narrowing the student achievement gap in our nation
   c) to empower all learners as citizens in a global society

Prerequisites: None

Materials

Required Materials:

Required Textbooks:

Moore, E.H. (2009). School Public Relations for Student Success. Corwin Press, Thousand Oaks, CA. **ISBN-13**: 978-1412965682

Debruyn, T., Rickabaugh, J.R., DeBruyn, R.L. (2005). *School Customer Service.* The Master Teacher, Manhattan, KS. **ISBN:** 9781589922075

Important Academic Dates

UTPB Academic Calendar

Course Overview

Module Assignments (7)

The Professor will assign suggested and required readings for each module that will cover elaborations of course objectives, textbook material and links to related information on the Web. After you have completed the suggested and required readings, you should then log into "Assignment Tool" and complete the required assignments for each module. There is one assignment per module. The final project is also your assignment 7.

Module Discussions (7)

A reflective question will be posted by the Professor for each module, regarding the readings from the required textbooks. Students should log into "Discussions Tool" to review these questions and post answers to the discussion question. Students will post their response, as well as replying to the posts of two other students. Discussion posts must be made by the due date to receive full credit. There will be one discussion topic for each module. Due dates for discussion posts will typically be the Wednesday prior to the due date for the first assignment in each module. Discussion posts are paced in this manner to support your ability to reflect on the content prior to submission of assignments. See the course calendar in the "Course Calendar" link for exact due dates.

10 (or 15*) -hour Mini-Internship Log and Reflection (100 points)

Candidates are to engage in supervised campus leadership activities for 15 hours. This can be before school, after school or during school. The activities may be supervised by your current certified campus administrator or one not on your campus. The supervising school leader should be a principal or an assistant principal with at least 3 years of experience in a campus leadership role. Experiences can include shadowing if the experiences are also accompanied by orientation and/or debriefing experiences that offer the candidate deeper insight into the school leader's role. Activities should not be only those that are completed in the candidate's role as a teacher or one that does not add to school leadership development in some clear and compelling way. Finally, experiences should be diverse.

Candidates will complete a log of the various experiences and then write a 2-page reflection on the logged experiences and how those experiences altered or cemented their beliefs of what it means to be a campus administrator. In addition, candidates will be expected to submit a Practicum log signed by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log will also include columns where you will tie your experiences to the ELCC standards and the SBEC 268 competencies (or other standards as approved/appropriate). The log document is included in the course syllabus. Activity descriptions should include enough information to illustrate how/why the activity is related to developing their capacity for effective school leadership. Failure to provide such detail may lead to less than full credit.

For the purpose of this activity, students should submit the name and position of the individual who will serve as your site supervisor within the first week of this course on the Student Information Sheet.

Students who will be completing the MA in Educational Leadership and/or Principal as Instructional Leaders Certification programs with only one (1) Practicum course must complete 15 hours in their Mini-Internship for state-compliance related reasons.

Final Project

Your final project will be to produce a draft School/Public Relations plan based, in part on other learning experiences from the course. This project will be fully carried out in time to produce a final report. See rubric for grading standards. There is no "prescribed" length for the final project submission. However, make sure to meet all requirements articulated in the rubric.

Student Information Sheet

Students will fill out and submit the Student Information Sheet available in the Modules tab of the on-line course shell.

Module Discussion and Assignment Schedule:

Weekly Reflections

A reflective case study/question will be posted each week. Responses will be discussed in class via the discussion board. Each student is expected to post an original reflective

response that addresses the case and/or question(s). Further, each student is expected to give a thoughtful reflection to the original posts from two of their colleagues.

Assignments are due on the date listed by the description. Preferred submission format is MS Word.*

Student Information Sheet is Due January 15 by noon

Site Supervisor Name and Position Due January 15 by noon – on the Student Information Sheet

Module 1: Understanding the Standards Context for Public Relations and the Principalship

January 13 through January 19.

Readings: Moore: Chapters 1 and 2

ELCC Standards:

1, 2, 3, 4, 5, and 6

Discussion Topic: Post by noon January 17 by 5 PM

Module 1: How do professional standards support school public relations?

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 1 : Post by January 19 by noon

 Review the ELCC standards and SBEC Principal Competencies. Then, reflect upon how each one relates to the study of school public relations. Write an original purpose statement or definition for school/public relations. Finally, you will briefly discuss how professional standards can support the development of a strategic public relations plan.

Submit a 3-5 page paper, typed and double spaced (APA 6th edition), outlining your reflections.

Module 2: Understanding the Literature Context for Public Relations and the Principalship

January 20 through January 26

Readings: Moore Chapters 3 and 5

ELCC Standards: 1, 2, 6

Discussion Topic: January 22 by noon

As a campus principal, how will you research community perceptions, perspectives and priorities? Second how will the information you gain support the development of a strategic school public relations plan?

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 2: Post by noon January 26

Identify Three Key Words in **ELCC Standard 5.** Simply read the standard (see link in Module 1 Lecture) and identify three words you believe are central to the standard. Conduct a Literature Search for Articles Connected to Those Key Words. In other words, use these terms as search terms in the chosen database. Databases for your consideration include Education Full Text and Google Scholar. The lecture gives details for how to access the university's on-line database. The articles should be connected to the assigned standard and general School Public Relations efforts. You should have at least 3 articles. If you read the abstract and cannot think of how they relate to both the assigned standard and to the work of school/public relations, do not select that article. Provide a Brief Paper (3 to 5 pages). Each summarized article should fill approximately one page (maybe a little more).   APA formatting for references and academic writing will be important on this assignment.

Module 3: Customer Service in the School

January 27 through February 2

Readings: DeBryun Entire Book

ELCC Standards: 1, 4, 5, 6

Discussion Topic: Post by noon January 29

Module 3: Schools exist to serve the community. Suggest two ways you will focus on serving various stakeholder groups in your organization. Give a brief statement related to why you chose the two you did.

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 3: Post by noon February 2

Take your article summaries and identify 8 Questions you could pose to a stakeholder group. These are questions you will create and should be clearly tied to information learned in your review of the literature. External stakeholders to consider for these questions include Parents, Community For-Profit Businesses, Not-for-Profit organizations (this represents a wide range of options), and the media. Internal stakeholders to consider include campus administrators, central office personnel, teachers, and staff* (clerical, paraprofessional, cafeteria, maintenance, etc...). If you like, you may pose more than the eight required questions; however, at least one question should be posed for each stakeholder group listed above and must be based on something you found in your review of the literature.

In this assignment you will also submit three external stakeholder and three internal stakeholders you would be interested in interviewing. Points will be lost if you do not have a question for each of the eight stakeholder groups listed above. Deviations from the prescribed list must be approved via email before the due date for this assignment.

These groups should be listed in order of preference for interviews. Interview assignments will be made with consideration for your communicated preferences.

* For the purpose of this course and assignment, staff and teachers are not the same group of employees. Staff will include non-certified professionals such as clerical, paraprofessional, cafeteria, maintenance, etc. If you believe another group fits into this category, please discuss with the professor.

Module 4: Community Support Resources and PR Policy

February 3 through February 9

Readings: Moore Chapter 4 and 15

ELCC Standards: 2, 3, 4, 5, 6

Discussion Topic: Post by noon February 5

How can reflection on existing organizational processes and practices support the development of a strategic public relations plan?

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 4: Post by noon February 9

Interview Principal (Assistant or Lead Principals are fine for this assignment) to learn about current PR related policies/ procedures/routines and partnerships. Also, the student will identify potential future partners. In this assignment, the student will learn about no fewer than 4 current campus policies which are relevant to school/public relations. The student will also inquire about existing formal partnerships with community businesses. If none exist, the student should communicate that clearly in the submission. Finally, the student will identify at least 3 potential partnerships for the future. See the rubric for a full description of grading standards and all assignment requirements.

Module 5: Understanding Stakeholder Perspective – The External Stakeholder

<u>February 10 through February 23</u>

(This deadline is two weeks long to accommodate for extra time it may take to secure an interview with an external stakeholder.)

Readings: Moore Chapters 8, 10, and 12-14

ELCC Standards: 1, 2, 4

Discussion Topic: Post by noon February 12

Module 5: According to retired UTPB Professor Tom Parks, "People support what they help to create". How does this insight relate to engaging external stakeholders in schools (your organization)?

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 5: Post by noon February 23

Conduct an interview with an assigned external stakeholder (one of the stakeholder groups for which you developed questions in your second assignment). The questions will be provided by the professor and will be based on questions developed and preferences submitted in the third assignment. Interviews must be recorded in some fashion and transcribed. Possible options for this include digital recordings (with a digital voice recorder) tape recordings, written recordings or interviews which are conducted via email if the subject is willing to respond to your assigned questions in that mode. Your submission for this assignment must be in the form of Question and the Answer. See the example. Also, the student will briefly reflect on how this activity can support the creation of a strategic school public relations plan.

See the rubric for a full description of grading standards and all assignment requirements.

Module 6: Understanding Stakeholder Perspective – The Internal Stakeholder

February 17 through February 23

Readings: Moore Chapters 6, 7, 9, and 11

ELCC Standards: 1, 2, 5

Discussion Topic: Post by noon February 19

Module 6: Question: Why is it important to give faculty members, staff, and students a voice in the public relations process?

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 6: Post by noon February 23 (same due date as the Module 5 assignment submission)

Conduct an interview with an assigned internal stakeholder (one of the stakeholder groups for which you developed questions in your second assignment). The questions will be provided by the professor and will be based on questions developed and preferences submitted in the third assignment. Interviews must be recorded in some fashion and transcribed. Possible options for this include digital recordings (with a digital voice recorder) tape recordings, written recordings or interviews which are conducted via email if the subject is willing to respond to your assigned questions in that mode. Your submission for this assignment must be in the form of Question and the Answer. See the example. Also, the student will briefly reflect on how this activity can support the creation of a strategic school public relations plan.

See the rubric for a full description of grading standards and all assignment requirements.

Module 7: Building a Strategic School Public Relations Plan

February 24 through March 3

Readings: Moore Chapters 16-19

ELCC Standards: 1, 3, 4, 5, 6

Discussion Topic: Post by noon February 26

Share your final definition of School Public Relations.

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 7: Post by noon March 3 (5% extra credit if posted by noon CST on 3/1/2019)

Develop a strategic Communications and Partnership Plan with Consideration for what you learned through your learning activities in the course. Note that this activity may or may not form the basis for an actual and operational plan on your campus. This plan will be created with consideration for the learning experiences in which you engaged during this course.   While these experiences have given you information to create a draft plan, you may consider expanding stakeholder input and research efforts prior to full implementation of the plan you develop and submit for this final project. Furthermore, this assignment is designed to give the aspiring school leader an

opportunity to practice the basic mechanics of developing a School/PR plan. As such, it is clinical in nature and not thoroughly comprehensive. One notable missing piece will be the absence of a fully developed emergency and crisis plan. This element is left out for reasons of time limits. However, *you will* provide a brief reflection on the role of emergency plans in comprehensive strategic PR plans.

Lastly, consider the resources listed in the Module 7 link. They include a list of important elements and processes for building a strategic communications plan and a number of examples of plans in use. The examples are also available in the Module 2 Power Point.

Grading Standards will be fully described in the rubric.

March 4

Mini-Internship Log and Reflection are due (any time that day). See assignment description below in the "Course Assessment" section of the syllabus.

March 6

End of Course – Absolutely no late assignments or extra credit opportunities will be accepted after noon on this day without prior approval.

Grading:

Student Information Sheet – 60 Points

Modules 1 through 6 Assignments - (6 @ 100) - 600 Points

Module 7 Assignment – 200 points

Reflective Question Responses and Discussion Participation – (7 @ 20) – 140 pts

Field Experience/Practicum Hours Log – 100 pts

10 (or 15*) -hour Mini-Internship Log and Reflection (100 points)

Candidates are to engage in supervised campus leadership activities for 15 hours. This can be before school, after school or during school. The activities may be supervised by your current certified campus administrator or one not on your campus. The supervising

school leader should be a principal or an assistant principal with at least 3 years of experience in a campus leadership role. Experiences can include shadowing if the experiences are also accompanied by orientation and/or debriefing experiences that offer the candidate deeper insight into the school leader's role. Activities should not be only those that are completed in the candidate's role as a teacher or one that does not add to school leadership development in some clear and compelling way. Finally, experiences should be diverse.

Candidates will complete a log of the various experiences and then write a 2-page reflection on the logged experiences and how those experiences altered or cemented their beliefs of what it means to be a campus administrator. In addition, candidates will be expected to submit a Practicum log signed by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log will also include columns where you will tie your experiences to the ELCC standards and the SBEC 268 competencies (or other standards as approved/appropriate). The log document is included in the course syllabus. Activity descriptions should include enough information to illustrate how/why the activity is related to developing their capacity for effective school leadership. Failure to provide such detail may lead to less than full credit.

For the purpose of this activity, students should submit the name and position of the individual who will serve as your site supervisor within the first week of this course on the Student Information Sheet.

Students who will be completing the MA in Educational Leadership and/or Principal as Instructional Leaders Certification programs with only one (1) Practicum course must complete 15 hours in their Mini-Internship for state-compliance related reasons.

Grading Scale:

The student's grade is determined using the following percentages:

A: 1018 – 1100
B: 919 – 1017
C: 820 – 918

No grades of "D" are given as per decision of the School of Education Graduate Faculty. A grade of "F" will be given, if necessary. Students in danger of earning less than 751

points for the course should arrange a conference with the professor prior to the end of the semester.

Communication, Grading, and Feedback

Please use e-mail to correspond with me about class issues. My email address is (fill in here). I will generally check email and respond within 24 to 48 hours. Weekends and holidays may impact response time.

Submissions made for a grade will generally be reviewed and graded within 5 to 8 business days and more quickly when possible. General or specific feedback will typically be left for assignment and project submissions. Grades can be checked in the Grades link in the Canvas course shell

Questions for the professor can be submitted via email directly to me.

In the case of an emergency when you cannot reach me, please call the UT Permian Basin College of Education at 432-552-2120.

Time Management:

Submission deadlines are paced to support a measured approach to your course work. Failure to adhere to the schedule can compromise your ability to be successful in the course because it can affect your grade and your ability to stay on top of course requirements. Thus, effective time management is vitally important to your success.

Policies

Extra Credit Opportunities: Students can earn up to 50 points of extra credit for participating in activities which broaden their perspective and deepen their capacity for understanding the roles and responsibilities of the school principal. The activities include, but are not limited to, professional education conferences/workshops and classroom observations. Any extra credit opportunities will be proposed and developed by the student with instructor support. Final approval in writing must be granted by the instructor prior to the activity in order to guarantee credit. Mode of approval will be email.

Before proposing extra credit, the student should be able to answer the following questions:

1) How does this relate to Public Relations efforts in the school setting?
2) How will completion of this extra credit assignment better prepare me to effectively manage PR related responsibilities?
3) How will completion of this extra credit contribute to my ability to support teaching and learning on my campus?
4) How will completion of this extra credit assignment better prepare me to support the development of leadership skills in other aspiring leaders?

Credit Recovery Policy: At times a student may desire to recover credit not awarded on a given assignment. You will almost always have a rubric that will communicate my grading standards. When grading your submissions, this document will be my guide. If I do not believe you met the expectations described in the rubric, I will typically give feedback that clarifies how or why I believe you did not meet the stated expectations. Understand that my greatest priority is your preparedness as it relates to being able to execute responsibilities consistent with concepts reviewed in this course. Therefore, I am always willing to reconsider a grade if you adequately address the deficiencies in an original submission. In other words, I will always allow a resubmission. **Any student wishing to take advantage of this must resubmit within a literal 48 hours of a grade being posted in the on-line grade center.** Failure to do so will deprive a student of a resubmission opportunity. It is always the student's responsibility to know how to retrieve assignment feedback and to do so in a timely way.

To the extent that you do address the deficiencies in the resubmission, I will assign one half (1/2) of the credit you would otherwise have received if the assignment had been submitted correctly the first time. For the first assignment I will award full credit assuming all deficient areas are addressed in a way that satisfies the requirements communicated in the grading rubric and that the requirements communicated.

Important: *Understand that I do not want to regrade an entire submission. Therefore, if you are going to resubmit, I expect your changes to be clearly distinguished from the original submission. This can be done with a different color font or with some other kind of distinction such as underlining or italicizing. Moreover, I expect that the writer will use comment bubbles (found under the review section in MS Word 2007 and 2010) to explain how their modifications address the areas of deficiency.*

In the absence of the above, I cannot guarantee credit for modifications. Any exceptions to the above policy must be approved by the instructor through email.

Again, it is the student's responsibility to initiative any exceptions. Further, it is the student's responsibility to maintain any documentation related to the above.

Note: There is an exception to any assignment, including the Final Course Project (if applicable) which is due to be submitted one day later (or more) than 2 weeks prior to the last day of a given semester. If a student wishes to avoid this exception, the given assignment can be completed early and be submitted no later than two (2) calendar weeks prior to the last day of the semester (see the University's academic calendar). If the assignment is submitted according to this timeline, the Credit Recovery Policy can apply.

Note about Technology and Submission of Assignments: Working with technology, it's a given that sometimes things do not work as we intend. This extends to the submission of assignments. It is *always* the student's responsibility to ensure their assignments are submitted on time. After submitting your assignment, always check to ensure they were, in fact, submitted. This can be done by clicking the link to your gradebook. There should be an indication designating that you have submitted an assignment that is awaiting a grade.

Discussion Board

Discussion Board is primarily for discussing course related topics and issues.
Best practices are:

1. Read all message postings in online discussion.
2. Respond to the question directly
3. Reply to minimum of two other student posts.
4. Use a person's name in the body of your message when you reply to their message.
5. Avoid postings that are limited to 'I agree' or 'great idea', etc.
6. Ensure responses to questions are meaningful, reflective.
7. Support statements with concepts from course readings, refer to personal experience, examples.
8. Follow **Rules of Behavior (below).**

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Summarily, the Discussion Board will primarily be used for discussing course content related topics and issues. There will be seven discussion topics for the semester. Each discussion topic is worth 20 points.

For each graded discussion question, first, you must respond to the question directly and second, you must read the other students posts and reply to at least two other students responses. You must ensure that the responses to the questions are meaningful, reflective, refer to personal experience and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

You are expected to read all messages. You are responsible for reading all of the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class.

Use a person's name in the body of your message when you reply to their message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

Make-Up/Late Submission Policy:

Course activities including but not limited to assignments, projects, and tests, must be submitted before or on the due dates communicated in the course syllabus. If the

student is unable to abide by the due dates, it is his/her responsibility to contact the instructor prior to the submission deadline. Failure to do so may lead to credit being withheld for late submission. Furthermore, even with notification, there is no guarantee that make-up work will be allowed.

In the absence of a documented alternative agreement, there will be a 10% deduction for late submissions. One minute late is considered as one day late. After two full days late, assignments submissions may be subject to additional penalties including but not limited to additional points being withheld and the possibility the professor may not accept the submission for a grade (a possible grade of zero). At the instructor's discretion, medical excuses supported by a doctor's note, signature, and phone number *may* be considered as an excuse. All submission deadlines are based on the Central Time Zone.

No assignments will be graded if they are submitted after the last day of the course.

Any exception to this policy must be agreed to in writing and should be arranged prior to the due date.

There is no penalty for early submission.

Academic Dishonesty and Plagiarism:

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the assignment and could receive an F for the course grade.

All persons involved in academic dishonesty will be disciplined in accordance with

University regulations and procedures. For more information complete information on UTPB student conduct and discipline procedures consult the university's handbook.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, lesson plans, worksheets, activities, illustrations, structure, computer code, other expression and media, or any copyrighted materials, and presenting that material as one's own academic work being offered for credit. Appropriate credit (citation and reference) must be given when using any of the materials listed above as a source (or inspiration) for your work.

Students found plagiarizing or cheating will receive a zero for the assignment and may receive an F in the course in addition to the possibility of suspension or dismissal from the university. A resource to help you avoid plagiarism can be found at this link.

Tracking

The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Attendance Policy

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned and notify the instructor when emergencies arise.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be granted if the student has complete at least 75% of the course with a grade of 'C' or better and provides a valid, documented excuse for not being able to complete the course on time and has contacted prior to the scheduled last class to request an extension. The student will sign a contract that includes the incomplete course activities and the new due dates.

For grade appeal process go to http://www.utpb.edu/campus-life/dean-of-students/grievances.

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.**

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4243 /4901 E. University, Odessa, TX 79762
Voice Telephone: 432-552-4696
Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to Accessibility and Privacy Statements.

Computer Skills, Technical & Software Requirements

Special prerequisite skills include word processing, spreadsheet, presentation software, e-mail, and attaching and uploading of documents. Student will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to UTPB Office 365 Page.

Computer Technical Requirements

See Technical Requirements.

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined

and approved by the faculty or academic program. This course satisfies the second method of student authentication by: (non-graded but mandatory):

1) A clear image of yourself
   a. In color
   b. Well lit, and no shadows on your face or your ID that can obscure your image
   c. Must be taken on the day you submit the photo to reflect your current appearance
   d. Taken in full-face view directly facing the camera
   e. With a neutral facial expression and both eyes open

2) Then a picture of your ID* with only your name and picture showing (Picture ID card in which the **ID number has been covered (tape over any numbers)**.

I just need to see you, then the image of you on the card with your name.

Make sure to attach both image files in either JPEG or PNG format to the assignment BEFORE you submit it.

For more UTPB Distance Education Policy.

*Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete. Another way to find End-of-Course Evaluations is through you my.utpb.edu account > My Surveys & Evaluations are on the first page after you login.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-2630
Advising	UTPB E-Advisor (432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore

SERVICE	CONTACT
	(432) 552-0220
Email, Outlook 365, my.utpb.edu	[Information Resources Division](#) (IRD)
Financial Aid and Scholarship	[UTPB Financial Aid](#) (432) 552-2620
Library	The [J. Conrad Dunagan Library](#) Online at (432) 552-2370
Registrar	[UTPB Registrar](#) (432) 552-2635
Student Services	[Dean of Students](#) (432) 552-2600
Technical Support	[Canvas](#) 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: [Smarthinking Online Tutoring](#) (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

University of Texas of the Permian Basin

School of Education

Educational Leadership

LOG OF INTERNSHIP EXPERIENCES

FORM C

Name: _____

Dates	Experience	SBEC 268 Competency	ELCC Standard	Hours

Dates	Experience	SBEC 268 Competency	ELCC Standard	Hours

Student Signature: Site Supervisor Name (Please Print):

                                        Signature:

Date: Date:

Model Log submission:

UT Permian Basin.

1/21/19	**Prepared a survey on campus morale** When preparing the survey, I had to consider the purpose of my questions. Would I be able to address the staff's responses? How can I make this survey short and easy for teachers to respond to and still get valuable information from it?	001, 002, 008, 009	1, 2, 3	30 min.
1/23/19	**Prepared for and conducted a teacher's pre-observation conference** with my principal- I learned about the procedures, types of questions, and expectations that take place in a pre-observation conference. Looked at what type of materials to ask teachers to provide for the conference;	004, 005	2	1 1/2 hours
1/24/19	**Prepared for and conducted an observation** with my principal- I learned what to look for during the observation, the importance of scripting details and phrases used by the teacher and students. Throughout the observation, I practiced scripting, took notice of the classroom environment, the teacher's procedures and management skills. I learned that I have to be very attentive to what's being said in the classroom as well as what is taking place.	004, 005	2	2 hours
1/24/19	**Lunch duty** I was able to see that when there are subs for the regular aides or teachers on duty, they may need some assistance in the cafeteria or on the playground to maintain order. Keeping an eye on the flow of classes and making sure that classes are arriving on time and not too early or late is pertinent.	001, 010	3	30 min.
1/25/19	**Sat in on a pre-observation teacher with a new campus teacher-** Although this teacher wasn't new to teaching, she had questions about her observation expectations. It was important that she knew to teach as she would normally do and not to be nervous about her observation.	004, 005	2	1 hour
1/25/19	**Lunch duty-** I covered duty for the aide that was with my class and I learned how important it is to try to maintain consistency with duty responsibilities. Having me fill in wasn't quite the same as having the regular aide there. Each person on duty has a certain routine that is followed to keep the lunch periods running smoothly.	001, 010	3	30 min.

EDLD 6365 – School Public Relations

University of Texas of the Permian Basin

<u>Student Information</u>

Name_____

School_____

Title_____

Cell Phone_____

Work Phone_____

Home Phone_____

E-Mail_____

Site-Supervisor's Name*_____

Site-Supervisor's Email_____

*Must be a certified and experienced campus administrator (Principalship or Mid-Management)

Schedule

Module 1: Understanding the Standards Context for Public Relations and the Principalship
January 13 through January 19

Student Information Sheet is due by noon on August 28

Discussion	Assignment
January 17 by 5 PM (all other discussion deadlines will be noon)	January 19 (noon)

Module 2: Understanding the Literature Context for Public Relations and the Principalship

January 20 through January 26

Discussion	Assignment
January 22 (noon)	January 26 (noon)

Module 3: Customer Service in the School

January 27 through February 2

Discussion	Assignment
January 29 (noon)	February 2 (noon)

Module 4: Community Support Resources and PR Policy

February 3 through February 9

Discussion	Assignment
February 5 (noon)	February 9 (noon)

Module 5: Understanding Stakeholder Perspective – The External Stakeholder **February 10 through February 23**	
Discussion **February 12 (noon)**	**Assignment** **February 23 (noon)**
Module 6: Understanding Stakeholder Perspective – The Internal Stakeholder **February 17 through February 23**	
Discussion **February 19 (noon)**	**Assignment** **February 23 (noon)**
Module 7: Building a Strategic School Public Relations Plan **February 24 through March 3** **Mini-Internship Log and Reflection are due any time March 4.**	
Discussion **February 26 (noon)**	**Assignment** **March 3 by noon** **(5% extra credit if posted by noon CST on 3/1/2019)**

Principal Certification in Texas – 268 Pillar and PASL Task Alignment

As noted in the email that informed candidates of their acceptance to the UT Permian Basin Masters in Educational Leadership program, not all students in this program are eligible for certification in Texas. In fact, if you are a student outside the state of Texas, you are almost certainly ineligible for certification in Texas. The information in this section of the syllabus is relevant to students who are eligible for and pursing principal certification in Texas. It is not likely that this information would be relevant to certification ineligible students.

After January 1st, 2019, first-time test taking candidates are no longer eligible to take the 068 certification exam. Any Texas (SBEC) certification eligible student who did not take the 068 prior to that date will be considered as a candidate for the 268 Principal as Instructional Leader certification. Any candidate for certification who has not completed all of the eligibility requirements for certification found in the Texas Administrative Code Chapter 228 by August 31st, 2019 and who does not apply for and receive the Preparation Program's recommendation for certification by October 30th, 2019 will have to pass the 268 exam and successfully complete the Performance Assessment for School Leaders submission requirements in order to be eligible for certification under the 268 Principal as Instructional Leader certificate.

The table below this introductory information illustrates focused program alignment with the 268 Pillars and the PASL submission Tasks.

Principal as Instructional Leader

Pillars and PASL Task Alignment Table

Pillar Addressed	Course	Course Title and Module Assignment Alignment*	PASL Activity Alignment*
• School Vision and Culture	EDLD 6368	Principalship/Module 5	

• Curriculum Alignment	EDLD 6368	Principalship/Module 2	
• Data-Driven Instruction	EDLD 6370 or EDLD 6371	Instructional Leadership/Module 6 AEL/Data Project	Task 3
• Communication with Stakeholders	EDLD 6365	School Public Relations/Module 7	
• Strategic Problem-Solving	EDLD 6392	Practicum/PIP	Task 1
• Hiring, Selection, and Retention	EDLD 6369	School Human Resources Management/Modules 2 and 7	
• Observation and Feedback	EDLD 6370 or EDLD 6372	Instructional Leadership/Module 3	
• Professional Development	EDLD 6369	School Human Resources Management/Module 4	Task 2
• Diversity and Equity	EDLD 6363	Administration of Special Programs/Module 2	

* Many other courses, modules, and assignments are relevant to the 268 Pillars and the PASL Task submission requirements; however, specific activities are purposefully and strategically connected to Pillars and Tasks as noted in the table.

A few notes/highlights about UT Permian Basin Educational Leadership program assignments and PASL alignment:

- No assignment is a guaranteed match with all PASL submission requirements. Assignments may require more than the PASL rubric requires in some aspects and less in others. It is always the certification candidate's responsibility to comprehensively review the PASL rubrics to ensure any artifact collection and maintenance required for the PASL submission is completed. If a candidate for certification has any questions, it is always that candidate's responsibility to reach out to professors to ask those questions.
- Stated differently: While the alignment chart illustrates purposeful and intentional alignment with a given Task, completion of a given assignment may not lead to the development and organization of the comprehensive set of resources needed to meet the requirements for the aligned Task.
- Some of the assignments aligned to Task requirements are theoretical in the context of the course requirements. PASL Tasks must be executed to support the candidate's ability to meet PASL Task submission requirements. If the candidate does not carry a given assignment to completion in a course, application can occur during Practicum I or Practicum II.
- Principal as Instructional Leader certification candidates can find more information about the 268 exam and the PASL submission requirements at the respective following links:
  - o 268: http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX268_PrepMaterials.html
  - o PASL: https://www.ets.org/ppa/test-takers/school-leaders/requirements/