



Sul Ross State University – Rio Grande College
EDUC 6307 School Public Relations
Thursdays 6:00 -8:45
Spring 2020 Syllabus

Instructor Information:

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Doctor of Philosophy in Educational Leadership, Texas A&M University

Master of Education in Educational Administration, University of Mary Hardin-Baylor

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Contact Information:

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Office Hours

Uvalde Campus: Office A125 Tuesday from 8:00 a.m. to 6:00 p.m.

I am available by e-mail or phone at any time. I will talk with you on my cell phone after 8:00 a.m. until 10:00 p.m. CST. I am also available via text anytime. Cell and email are preferred methods of contact. I am also happy to talk with you at other times if you make an appointment with me. I check my e-mail and phone messages daily during the weekdays and every 48 hours on the weekends.

Course Description:

A course designed to acquaint the school administrator and the teacher with the techniques of dealing with the public in such a way as to give it an intelligent understanding of the aims, the scope, the achievements and the problems of an educational program.

Primary Text:

Kowalski, Theodore J., *Public Relations in Schools*, (5th Edition), Pearson Merrill Prentice Hall, Upper Saddle River, NJ. ISBN # 0-13-707245-7.

Course Objectives:

Students will acquire a foundation and develop a philosophy of school public relations leadership upon which to build an ongoing knowledge of effective school administration. The course will be guided by the competencies listed that are correlated to the knowledge framework for the certification of principals in Texas.

Student Objectives:

Upon successful completion of this course, students will be able to understand, value and:

1. articulate the importance of education in a free democratic society. (SBEC b-5)*
2. ensure that parents and other members of the community are an integral part of the campus culture. (SBEC c-2)*
3. utilize emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data and other information to develop a campus vision and

- plan to implement the vision. (SBEC c-5)*
4. acknowledge, recognize and celebrate the contributions of students, staff, parents and community members toward the realization of the campus vision. (SBEC c-11)*
 5. demonstrate effective communication through oral, written, auditory and nonverbal expression (SBEC e-1)*
 6. implement effective strategies to systematically gather input from all campus stakeholders. (SBEC e-3)*
 7. develop and implement strategies for effective internal and external communications. (SBEC e-4)*
 8. develop and implement a comprehensive program of community relations which utilizes strategies that will effectively involve and inform multiple constituencies, including the media. (SBEC e-5)*
 9. provide varied and meaningful opportunities for parents to be engaged in the education of their children. (SBEC e-6)*
 10. establish partnerships with parents, businesses and other groups in the community to strengthen programs and support campus goals. (SBEC e-7)*
 11. respond to pertinent political, social and economic issues that exist in the internal and external environment. (SBEC e-8)*

*State Board of Educator Certification Standards for Principals

Course Format

The course will be a blended course of in class meetings and online work delivered through Blackboard. It will require students to do independent research work and complete outside assignments independently. We will meet in class approximately four time (may change) at the Uvalde site. These dates will be discussed at the first class meeting (via remote). Timelines for due assignments must be honored. Students will be responsible for submitting all assignments on time. It is imperative that all assignments be completed individually. Any evidence of collusion on assignments will be treated as cheating and plagiarism.

Exams

There will be a **mid-term exam** that will assess your knowledge and understanding of principles and major concepts presented in the first half of the course. There will be a comprehensive **final exam** that assesses student ability to synthesize course objectives and to analyze issues by applying philosophical, sociological and organizational learning to form strategies for solutions.

Reflective points on Each Reading Assignment

Students will write at least one paragraph reflection on each chapter and submit via link. Each reflection should be at least **200 words per chapter of reading**.

Pillar Project

Student will complete project on *Communication with Stakeholders*. The project will entail the student presenting a State of the Campus Report. The student will be provided with a template and list of student info that will be collected from the campus. This info will be used to create a report on the state of the campus and to create suggestions to improve student performance. Specifics and project criteria will be covered in the first class meeting.

Research Paper

Research and analyze a current issue on the topic of school personnel. Choose an issue, analyze it, and express an **informed** opinion (in other words, **you must support** your assertions with research and theory) in a **Three** page paper (page count does not include title page and reference page which should be APA

style). Your essay will be evaluated based on the rubric attached to this syllabus. Topics will be discussed and chosen in class.

Rubric for Papers

	Mastery	Accomplished	Developing	Beginning
Content (1, 45 %) ISLLC STANDARD 1, 2, 3	Thesis is sharply defined and thoroughly developed.	Thesis is evident and all elements are adequately addressed.	Thesis is poorly articulated or too broad; development is incomplete or inconsistent.	Thesis is not evident; candidate has made little or no attempt to develop a thesis.
Mechanics (1, 15%)	Paper contains no error.	Paper contains few errors in grammar and/or punctuation.	Paper contains several or repeated errors in grammar and/or punctuation.	Paper contains multiple or egregious errors in grammar and/or punctuation.
Organization (1, 20%)	All parts of the paper are in appropriate and effective order.	Parts of the paper are generally in appropriate order.	Some parts of the paper reflect organization; lapses in organization	Paper reflects no logical flow of thoughts.
Style (1, 20%)	Writer demonstrates clarity, thoroughness, attention to detail, and voice.	Writer demonstrates mastery of diction and sentence structure.	Writer demonstrates developing mastery of diction and sentence structure.	Writer demonstrates little understanding of clarity, detail, mastery of diction and/or sentence structure.

Class Discussion Board and in Class Activities

Students will participate in Class Discussion assignments that can be found on Blackboard under Class Discussions. Each student will post an answer to the question and then respond to at least two other classmates' posts. Due dates will be provided with each question. You will also have in class activities and case studies with discussion all students will be expected to participate.

Attendance Policy

Students are expected to attend all classes. If you need to miss a class session, it is your responsibility to inform the instructor prior to the class meeting.

Make-Up Work Policy:

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.), which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See "Attendance," above.

Late assignments **may be accepted at the discretion of the instructor**, but will have points deducted in fairness to students who turn their work in on time. If I have not heard from you **by the deadline dates for assignments, exams, or class discussion questions**, no make-up work will be allowed.

Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. **"Computer problems" is not an acceptable excuse. Excuses due to illness must be accompanied by physician confirmation on appropriate letterhead.** Please do not wait until the last minute to submit assignments to avoid unforeseen technology issues.

Method of Evaluation

- Chapter Reflections and discussion boards: 30 points
- Mid-term Exam: 50 points
- Final Exam: 50 Points
- Class Discussions and In Class Work: 20 points
- Research Paper and Presentation: 50 points
- Pillar Project: 100 points
- Total Possible Points: 300

Assignment of Grades

All grades will be posted in the student grade book in Blackboard and will be assigned according to the following or similar scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and below

Technical Requirements

To participate in this course, you will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Mozilla Firefox or Chrome.
- Consistent and reliable access to their SRSU email and Blackboard, as these are the official methods of communication for this course. **Official university business will not take place via personal email accounts.**
- Virtual conferences are offered during the semester. We will meet using Collaborate which will require that your computer have audio and video (speaker and microphone) and a stable internet connection. Plan to utilize headphones, if possible, to avoid feedback.

Technical Expectations

- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. SRSU OIT staff is available at each SRSU campus location as well as the HELP DESK in Alpine.
- Technical Etiquette: You are expected to use appropriate online etiquette at all times. This includes respect for all participants and careful wording of your responses. Your writing reflects your voice, so be mindful. Thoughtful, respectful and reflective comments are critical to participation. For additional information, visit <http://www.albion.com/netiquette/corerules.html>

Technology Assistance

- Sandy Bogus is the Technology TA . She is available to help you 8:30 – 5:30, M – F at 432-837-8523. You may email her at sbogus@sulross.edu
- The SRSU Help Desk is available at 1-888-837-2882 (8888 if you're calling from campus).
- The SRSU tech tip website is <http://www.sulross.edu/techtips>

Late assignments will not be accepted after the due date. ALL Assignments are due at 11:55 p.m.

Academic Integrity

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be

considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Drop and Add:

It is the student’s responsibility to make sure he/she is officially enrolled in this course. If, at any point, you decide to drop the class, it is *your* responsibility to officially drop. Any student who stops participating in the course and does not officially drop the course will be given an “F” as the semester grade.

“No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by Sul Ross State University on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, sex, age, disability, sexual orientation, or gender identity.

Class Schedule

January 16	Introduction to Course, Review Syllabus
January 23	Discussion Board Prompt (DB), Chapter 1 Reflection
January 30	Submit research paper topic, DB, Chapter 2 Reflection
February 6	Chapter 3 Reflection, Chapter 4 Reflection, DB
February 13	Case Study Presentations MEET IN UVALDE
February 20	Chapter 5 Reflection, DB
February 27	Chapter 6 Reflection, Chapter 7 Reflection, DB
March 5	Chapter 8 Reflection, DB
March 12	SPRING BREAK
March 19	MID TERM EXAM MEET IN UVALDE
March 26	Chapter 9 Reflection, Chapter 10 Reflection, DB

April 2	Chapter 11 Reflection, DB
April 9	MEET IN UVALDE , Case Study Presentation, Chapter 12 Reflection,
April 16	PILLAR PROJECT DUE
April 23	RESEARCH PAPER DUE, Chapter 13 Reflection
April 30	PRESENTATIONS for RESEACH PAPERS, FINAL EXAM MEET IN UVALDE

