

Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE PREFIX: ADM

COURSE NUMBER: 602

CREDIT HOURS: 3

- I. TITLE:** Socio-Political Dimensions of School Leadership

- II. COURSE DESCRIPTION:** This course provides students with an understanding of the formal and informal socio-political structure within a school-community, as well as strategies for communicating with the public, and collaborating with community stakeholders. A school problem is identified and investigated through collaborative processes. Field experience required.
Prerequisite(s): Admission to Program.

- III. COURSE OBJECTIVES:**
Candidates will be able to:
 - A.** demonstrate appropriate professional oral and written communication skill (ISLLC V; KDF 3.3b; 4.3a; TSSA III);
 - B.** compile demographic, governance, economic and achievement data for his/her community (ISLLC I, IV & VI; KDF 4.1d; 5.3b; 6.1i; TSSA III)
 - C.** interview stakeholders in the school community to determine the power structure within the school community (ISLLC IV & VI; KDF 4.1f; 4.2b; 6.1h,i; 6.3b; TSSA III);
 - D.** define internal and external publics and identify issues/ concerns associated with these publics (ISLLC IV, V & VI; KDF 4.1b,c,d,e,f,g; 4.2a,b; 4.3b; 6.1a,b,d,e,f,g,h,i; TSSA III);
 - E.** identify community resources that can assist in addressing school problems, including media outlets (ISLLC III, IV, V & VI; KDF 5.3a,b; 6.1b,c,g; 6.2a,b,c,d; 6.3a,b; TSSA III);
 - F.** lead a group of stakeholders in a review of the data and develop consensus as to priority opportunities or barriers to address that would impact student achievement, and additional data/ information that is needed (ISLLC I, III, IV, V & VI; KDF 2.2a,b,f; 4.1b,d,f,g,h; 4.2b; 5.1b; 5.3b; 6.1d,e; TSSA III);
 - G.** lead a collaborative planning process to develop and present an action plan to the appropriate authority (ISLLC I, III, IV, V & VI; KDF 4.1b,d,e,f,g,h; 4.2a,b; 4.3b,c; 5.1b,d; 5.2b; 6.1a,b,e,g,h,i; 6.3a,b; TSSA III);
 - H.** develop skills necessary to effectively engage the relevant media, including an understanding of pertinent legal issues (ISLLC IV, V & VI; KDF 5.4a; 6.1i; 6.3a,b; TSSA III, VI); and
 - I.** develop a public relations program for the school, maximizing the use of appropriate technology (ISLLC III, IV, V & VI; KDF 4.1b,e,h; 6.1a,b,d,e,f,h,i; 6.3a,b; TSSA III, IV, VI).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning leadership.

The CAEP/EPBSB themes of diversity, assessment, and closing the gap are explored through research on and consideration of relationships with the community, district, and school.

IV. CONTENT OUTLINE:

The purpose of this class is to develop the capacity to recognize and utilize the formal and informal socio-political structure within a community as a resource to assist in the education process. Candidates are required to engage stakeholders in the analysis of community data and the development of proposals to address improving student learning. The larger public relations function is also explored.

- A.** The importance of communication with the school community
- B.** Indicators of education and community well-being
- C.** Power structures and leadership in the school and community
- D.** Focus group and interview strategies
- E.** Strategies for addressing parents and parent issues
- F.** Strategies for engaging the business and larger community
- G.** Leveraging community resources for school-community collaboration
- H.** Leading collaborative planning
- I.** Resources for effective school/community relations
- J.** Strategies for engaging the local media
- K.** Communication strategies for working with a variety of publics
- L.** Building a communications plan
- M.** Application of technology to school communications

V. INSTRUCTIONAL ACTIVITIES:

Lectures, readings, discussions, problem-based papers and field-experiences. Course assignments will be reflective of the objectives and the intent of the course and will include, but not be limited to, the following:

- A.** Community Problem Solving (Anchor Assessment 6) - Candidates will interview members of the community to identify a “short list” of perceived power brokers in the community. Conditions related to education, inclusive of educational indicators as well as key demographic and economic indicators will be compiled. Community members, including power brokers, will be interviewed using questions that provide insight into the needs of the school community. Education, demographic, economic and opinion data will be compiled for review by a stakeholder group. Candidates will lead stakeholders in the development of a proposal for a community-based solution, and may present the proposal to the appropriate entity.
- B.** Evaluate/Create a School Communication Plan – Students will obtain the school communication plan and work with the principal to develop an update.
- C.** Evaluate School Crisis Plan – Students will obtain a copy of the schools crisis plan and work with the principal to evaluate and update as needed.
- D.** Web Site Review – Students will review the school website and suggest opportunities for revision.

E. Professional Reading and Reflection: Students will engage in professional reading as related to the content and will develop a professional response through reflective writing.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students will complete 25 hours of instructor-approved field-experiences that address Critical Success Factors 6, 7, 12 and 13, inclusive of Anchor Assessment 6. Students will submit to the instructor for approval a plan for field-experiences within the third week of the semester.

VII. TEXT(S) AND RESOURCES:

Fiore, D. (2006). *School-community relations* (2nd ed.). Parchmount, NY: Eye on Education.

Time and support will be provided for the Community Problem Solving project, and may be provided for other approved field experiences.

VIII. EVALUATION AND GRADING PROCEDURES:

A=92% to 100%

B=80% to 91%

C=70% to 79%

D= 60% to 69%

E=Less than 60%

Note: Grades of C or lower do not meet program requirements and must be retaken.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES: Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional

Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).