

Xavier University

Exhibit

Education Syllabi Fall 2019

Education Syllabi 2019

2019

EDAD 562 Political Structures: Public Relations

Chad Hilliker
hillikercc@xavier.edu

Follow this and additional works at: https://www.exhibit.xavier.edu/education_syllabi_fall_2019

Recommended Citation

Hilliker, Chad, "EDAD 562 Political Structures: Public Relations" (2019). *Education Syllabi Fall 2019*. 4.
https://www.exhibit.xavier.edu/education_syllabi_fall_2019/4

This Restricted-Access Syllabus is brought to you for free and open access by the Education Syllabi 2019 at Exhibit. It has been accepted for inclusion in Education Syllabi Fall 2019 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.

EDUCATION 562: POLITICAL STRUCTURES/PUBLIC RELATIONS

XAVIER UNIVERSITY, Fall, 2019

Mr. CHAD HILLIKER Email....HillikerCC@ xavier.edu Phone.....513-200-2892

Class Dates 7:00-9:30 - Hailstones Hall Room 1

We will be meeting on the following dates at Xavier University:

Location: Hailstones Hall 1

Class dates for campus sessions:

August 19, September 9, October 7, November 4, and December 2

COURSE OBJECTIVES

1. To gain a practical understanding of political structures and processes.
2. To develop an approach to the art of public relations.
3. To learn about customer relations and quality service.
4. To gain a better understanding of current political issues.
5. To learn from each other.
6. To improve your own workplace.
7. To reduce political naiveté and to successfully work within a political environment.
8. To enhance your own personal image in order to be more effective; gain presence.
9. To gain confidence as a leader.
10. To provide you with skills to work with individuals, groups (small and large), communities, governmental groups, lightning rods, and the media.
11. To give yourself permission to think in a zany and creative way!!

TEACHER EXPECTATIONS OF STUDENTS

1. Participation on line especially in discussion forums. As mentioned in another document, the one good thing about Canvas is providing me with a lot of data regarding your engagement online. **(All assignments and activities are updated weekly in pages or can be accessed in modules.)**
2. Quality completion and presentation of all assignments in a professional manner and on time.
3. Willingness to look outside the box and stretch your horizons; your willingness to become a player in this class, rather than a spectator.
4. Keeping up with the class.

HOT ISSUES

We will discuss hot issues, therefore, it is **imperative** that you read the paper (especially headlines, letters to editor, metro page), watch t.v., etc. This is the type of course that frequently uses **current issues** as a foundation for discussion. For example, a school experiences a public relations crisis when a teacher is arrested. We will dissect the issue and determine how we would handle this crisis. It is important that you begin to understand the big picture and how that big picture was created. I want you to also understand how to dissect the picture into smaller parts and further understand how and why it was created.

This course moves quickly in order to equip you in dealing with issues you will face as an administrator. We may spin off events that occur in the “real world.”

The Discussion Board online will be used throughout the course.

CRITERIA FOR GRADE

1. Contribution and engagement, in class and ONLINE.
2. Successful completion of various assignments including articles submitted online.
3. Attendance for the five campus sessions.
4. Completion of three class assignments (Customer Service, School Meeting, School PR)
5. Final examination... online.

Note: Any assignment that is late will be lowered by at least one letter grade (Example 5 point can get a maximum of 4.45 or 89%). Excessively late assignments will be lowered by at least two letter grades.

I wanted to assure you that I read ALL of your postings. You may not see a response from me but I assure you that I read what you have written. Sometimes my responses are very brief because of the number I have to read.

ASSIGNMENTS

Throughout this course, assignments will be posted. Given the flexibility of this class due dates are usually within 7 days from posting. The sooner the better. The sooner items get posted on the discussion board, the more engagement in this class.

There is no textbook in this class.

Alignment with Standards:

The State Board of Education adopted the teacher, administrators and professional development standards in October 2005. The Standards for Ohio Educators book (2005) details the standards and how they can be used.

Then, in 2018 advisors representing elementary, middle and high schools, superintendents, higher education, professional organizations, National Association of Secondary School Principals and the Ohio Department of Education reviewed the

Standards and found that the current Ohio standards did not accurately depict the roles and responsibilities of today's principals. Hence, the Standards went through a **revision** process and the **Ohio Standards for Principals** was written (2018).

-

The Ohio Standards for Principal (2018) can be found at:

http://education.ohio.gov/getattachment/Administrators/Strengthening-Educational-Leader-Supports/Ohio-Standards_Principals.pdf.aspx?lang=en-US (Links to an external site.)

DOMAIN I: LEADERSHIP Narrative Summary: The effective educational leader acts ethically as an agent of continuous improvement and fosters a shared mission, vision and core values to promote each student's well-being and academic success.

STANDARD 1: MISSION, VISION AND CORE VALUES

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

STANDARD 3: SCHOOL IMPROVEMENT

DOMAIN II: LEARNING Narrative Summary: The effective educational leader fosters a professional learning environment of evidence-based instructional practices to promote each student's well-being and academic success.

STANDARD 4: Curriculum, Instruction and Assessment

STANDARD 5: Professional Capacity of School Personnel

DOMAIN III: CULTURE Narrative Summary: The effective educational leader cultivates an environment defined by culturally responsive practices, equity and commitment to students, staff and stakeholders through sustained partnerships reflective of the unique profile of its surrounding community to promote each student's well-being and academic success.

STANDARD 6: EQUITY AND CULTURE RESPONSIVENESS

STANDARD 7: Community of Care and Support

STANDARD 8: Meaningful Engagement of Families and Community

DOMAIN IV: MANAGEMENT Narrative Summary: The effective educational leader maximizes the human capital, operational, policy and fiscal systems to promote each student's well-being and academic success.

STANDARD 9: STRATEGIC STAFFING
STANDARD 10: SCHOOL OPERATIONS

The State Standards, especially Domain I and III, will be the foundation of this course.

University Policies

Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the [library copyright Web page](#) and download the following for reference purposes: http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf

Xavier University, Canvas course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Student Academic Support

Learning Assistance Center

Office of Academic Support (www.xavier.edu/academic-support) (OAS) provides support services to facilitate learning. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the OAS at (513) 745-3280 to set up an appointment. The OAS trains and certifies all employed tutors. Our tutoring program is certified by the College Reading and Learning Association. In addition, tutors are required to meet GPA standards, provide professor recommendations, and participate in regular tutor meetings.

The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

Students with Disabilities

Office of Disability Services <https://www.xavier.edu/disability-services/>

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor by sharing their Accommodation Letters with the instructor at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, you are encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

Writing Center

The [Writing Center](#) offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

Xavier Library

Many research articles and resources are found using Search@XU on the Library Home page.

Supplemental books and readings can often be requested from OhioLINK and Ohio Public Libraries using XPLORE.

<http://www.xavier.edu/library/>

Students may contact Xavier University Librarians for support with academic research needs.

<http://www.xavier.edu/library/students/Personal-Librarian-Program.cfm>

XU.tutor is available to explain how to use library resources.

<http://www.xavier.edu/library/xu-tutor/index.cfm>

HOW TO STAY IN CONTACT

Email....HillikerCC@xavier.edu

Phone.....513-200-2892