

EDL 662
Seminar III: Human Resources and School-Community Relations

Credit hours: 6

Prerequisite: EDL 661

Course Description

The importance of developing effective interpersonal relationships with faculty, staff and community is the focus of the course, along with human resource management, including recruitment, selection, induction, and professional development. Effective communication with internal and external publics, as well as with the media, will be explored.

Conceptual Framework

Southeastern Louisiana University
College of Education and Human Development
Conceptual Framework

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. All aspects of this course are aligned with the Conceptual Framework, including the course objectives, field experiences and assessments. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (DV) and Technology (TY).

The following is the link to the conceptual framework on the COEHD website:

http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/

Course Objectives

1. Differentiate between public relations and school-community relations (CK, PP)
2. Identify effective school district and individual school web sites (PP, CK)
3. List strategies for effectively communicating with internal and external publics (PP)
4. Assess the climate and culture of the community (CK, PP, KL)
5. Make effective impromptu oral presentations (CK, PP)
6. Describe various methods of informing the media of school news (CK, PP)
7. Create an original project that will enhance school-community relations (CK, PP, KL)
8. Explain various strategies for dealing with the media (PP)
9. Write effective public service announcements and news releases (CK, PP, KL)
10. Analyze case studies of various school-community relations problems (CK, KL, PP)
11. Develop an appreciation of the nature, significance, and scope of the human resource function in a public school setting (CK).
12. Understand the potential influences of the human resource function on organizational effectiveness and the forces that affect that influence (SBI, CK).
13. Be able to articulate various strategies for effective recruitment, selection, induction, development, and performance appraisal (CK).

14. Be able to discuss the impact of collective bargaining on the human resource function (SBI, CK).
15. Be able to delineate legitimate reasons for staff member dismissal (SBI, CK).
16. Produce a well-written job description for a certified and/or classified school position (SBI, CK, PP).
17. Create a list of well-written questions for job interviews (CK, KL, SBI, PP).
18. Be able to interview student teachers for a prospective job in education (PP, SBI).
19. Demonstrate an understanding of internal and external conditions that influence staff development programs (CK).
20. Be able to discuss strategies for retaining personnel (CK).
21. Be able to discuss current issues in personnel administration (CK).

Diversity

Students will be prepared to function in a diverse environment and/or community.

Technology

Students will be prepared to utilize technology in their professional environment or practice.

Methodologies

Teaching strategies may include, but is not limited to discussions, lecture, demonstrations, group work, field experiences, and on-line instruction. Course content will be drawn from theory and research, from student experiences, and from discussions in and out of class sessions.

Field Experiences

Field experiences are required in this course in order to meet the course objectives.

Course Assessment/Evaluation Method

Students will be evaluated through a combination of methods including, but not limited to written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

Unit (COEHD) Assessment

A Professional Development Plan will be placed in the student's Proficiency Portfolio on PASS-PORT, the unit's required electronic portfolio system. The Proficiency Portfolio must also contain one example field experience and professional development that was completed during EDL 661, 662, or 663.