

February

EDL 519 Students  
Spring 2008

Dear Students:

Spring semester is almost upon us and I want to welcome you to EDL 519, School Community Relations. Our class will begin March 15, 2008. The class dates are March 15 & 16, April 5, 26, & 27, 2008. I am in my 6<sup>th</sup> year as an adjunct faculty member and hopefully have had the breadth of administrative experience that will prove useful as we explore our topic. As you already know, graduates classes taught in a weekend format move very quickly. That is why this note is coming to you now since it is important that you prepare for our first session.

The syllabus for the course is now available on the department website: [www.wiu.edu/EdLeadership](http://www.wiu.edu/EdLeadership) (Top banner) "Current Students"; then "Course Syllabi." **It is also available at WesternOnLine under the course EDL 519. Please review it carefully** and COMPLETE the assignments due the first weekend. **Please note that I reserve the right to change the syllabus, course requirements, and grading procedure at my discretion.**

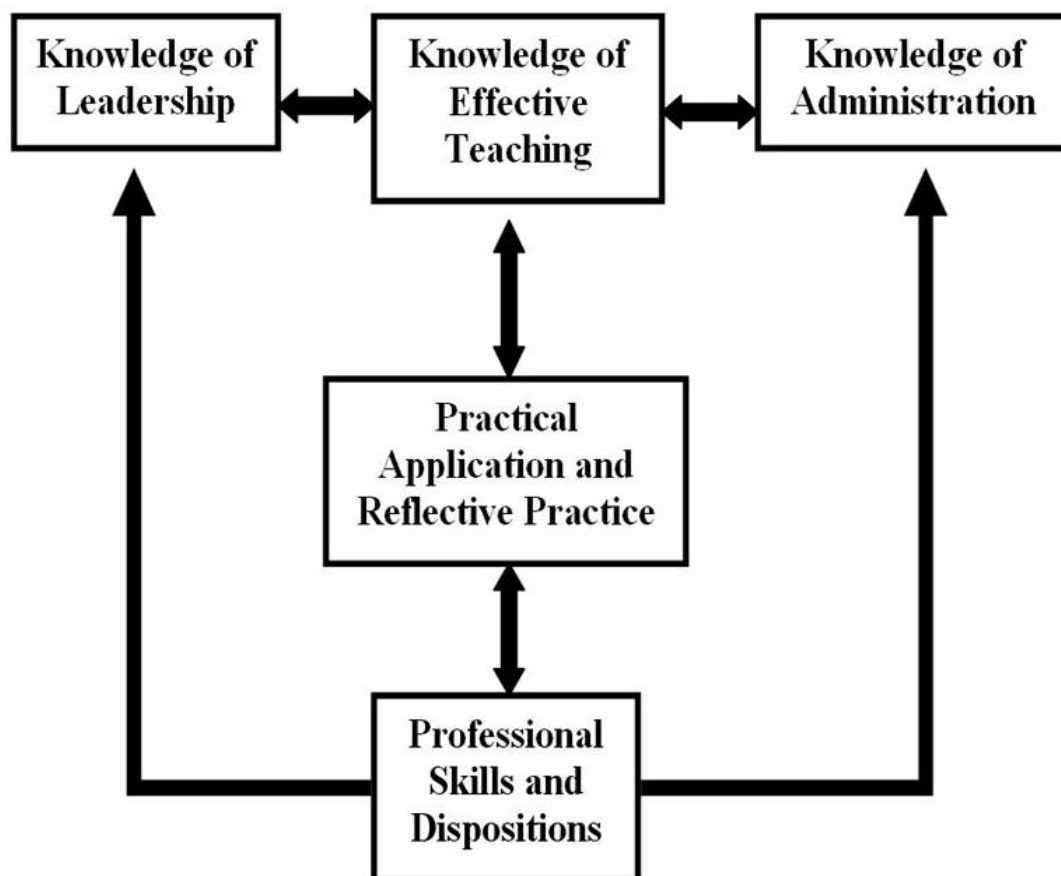
A major change this year is the addition of a major project, the development of a comprehensive Marketing Plan for your district, school, or grade / dept. level. In addition to the other assignments due the first weekend, it would be helpful if you were familiar with this project and, if possible, have the permission form completed and signed as well as a start on the committee member identification process. The group assignment of a formal debate will take the place of a final exam. We will divide the class into teams of 3-4 and have debates on hot educational topics the third weekend. I hope you find the class discussions, group activities, and assignments relevant, stimulating, and add knowledge and understanding in the area of school community relations. All assignments are explained in the grading rubric included in the syllabus.

Classes will meet from 8:00 A.M. to 4:30 P.M. on Saturdays and from 8:00 A.M. to 1:00 P.M. on Sundays. Due to the addition of the major project, we will NOT meet the second Sunday. There is a slim chance that we may attempt to change the April 5, 2008 date after we have met. We will discuss this at the first class meeting. The class will be held at WIU's Macomb campus in Horrabin Hall, Room 3. I will tell you that I may change the room, so please check this information regularly and also check the door for notes on a possible change. Please contact me by phone or e-mail if you have any questions prior to the first class session. See you in a few weeks.

Sincerely,

Edward L. Olds III, EdD.  
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olds@grics.net

**EDL 519**  
**School Community Relations**  
**Quad Cities Campus**  
**Western Illinois University**  
**Spring 2008**



Dr. Edward L. Olds III, Adjunct Professor  
Department of Educational Leadership  
Western Illinois University  
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**Class meetings:**

Saturday, and Sunday, March 15 and 16, 2008

Saturday ONLY, April 5, 2008; to be finalized the first day of class

Saturday and Sunday, April 26 and 27, 2008

Hours: Saturdays 8:00 A.M. to 4:30 P.M.

Sundays 8:00 AM to 1:00 PM

Welcome to EDL 519! Successful school districts carefully design, implement and evaluate communications with both their internal and external publics. As members of this class, you will help establish and model a learning community where communications is valued, challenged, and examined for its effectiveness. It is my intent to make this class relevant to your everyday experiences in the schools and school district. This graduate course will be extremely valuable for your success as educators in the 21st century.

**Textbook: THERE WILL BE NO TEXT BOOK FOR THIS CLASS**

**CATALOG DESCRIPTION:** (three semester hours) Principles and practices of effective school public relations programs, development of mutual school and community understanding, public participation in planning school programs and services, cooperative activities with appropriate community groups and the relationship of school administrators and staffs with the public.

**RATIONALE:** The mission of Western Illinois University's Department of Educational Leadership is: Prepare Effective Leaders for Tomorrow's Schools. This course provides students with a working knowledge of public school and district relations. At the end of this course, students will be able to develop, administer, and evaluate the public relations programs in their schools. In addition students will learn how to develop materials, which will enhance the professional images of the students, teachers, and administrators of their buildings,

**PREREQUISITE:** EDL 500 AND EDL 505

**STUDENTS WITH DISABILITIES:** Students with disabilities who request classroom accommodations must establish a file with the Disability Support Services Office in Memorial Hall, Room 200. Only students with a file in the Disability Support Services Office will receive accommodations. All student information will remain confidential.

**INCOMPLETE POLICY:** An incomplete (I) is given under extreme extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances, it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written permission of the instructor, a temporary grade of -incomplete- may be given to permit the students more time to complete the course requirements. In the event that the faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. A copy of this letter will be placed in the Graduate Student's file. A student must satisfy the course requirements during the next semester that the course is taught or they will be awarded a grade based on the work that was completed.

### **WIU Academic Dishonesty Policy**

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student to not only abstain from cheating, but also to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as the student he or she assists.

The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student's own, the inclusion within a piece of the student's writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student's language and style.

In addition, work completed as a group of two or more students and submitted under only one name is also a form of plagiarism. Group work must be submitted under ALL of the students' names involved in creating that work.

### **COURSE PROCEDURES:**

### Department Policy

All paper prepared by students in the Department of Educational Leadership follow the guidelines of the Publication Manual of the American Psychological Association Edition. Students will follow this manual; unless the instructor makes explicit written exceptions in the course syllabus.

### **HOT WEB SITES:**

www.nspra.org	= National School Public Relations Association
www.mcrel.org	= McRel Organization
www.ascd.org	= American Association for Curriculum Development
www.naep.org	= National Association for Elementary Principals
www.nassp.org	= National Association for Secondary School Principals
www.aasa.org	= American Association for School Administrators
<a href="http://www.nsd.org">www.nsd.org</a>	= National Staff Development Council

(Tentative)

## **CLASS SCHEDULE** **EXPECTATIONS AND ASSIGNMENTS**

### **First weekend** **(Saturday AND Sunday)**

- Weekend Focus:**
- \* What is school / district public relations?
  - \* Is it important?
  - \* How should it work?
  - \* Understanding the community
  - \* The Communication Process
  - \* Communicating: Internal and External Publics
- # PDK Gallup Poll**  
**# MetLife Survey**

### **Please bring to class:**

- \*A copy of your school. district's public relations plan.
- \*A copy of your school district's policy and procedures for school community relations.
- \*A copy of a recent article from a national newspaper (USA Today, NY Times Washington Post) about a critical education issue.
- \*A copy of your district's vision, mission, and belief statements and goals.
- \*A copy of your parental involvement plan at the district OR school level,
- \*A copy of your school's letterhead stationary,
- \*A copy of a business card from your principal, teacher, department head, etc
- \*A copy of your school's or district's home WEB page.  
If your district does not have one, find one on the web
- \***A copy of "Where We Are Now" - 12 Things You Need to Know About Public Opinion and Public Schools OR another pertinent article from: Web site: [www.publicagenda.org](http://www.publicagenda.org) (under "Research Studies"; in addition write a one-page or less; review, reflect, and analyze, see "Grading #2).**
- \* **Written Letter to the editor, OPED column, or Editorial to "sell" or clarify a position in your school/district (see grading criteria)**
- \***Write a "Press Release" for your principal (see grading criteria)**

- \* Completed and SIGNED Marketing Plan administrative approval form
- \* Marketing Plan committee identification process

**Second weekend  
(Saturday ONLY)**

- Weekend Focus:**
- \* Working with the Media
  - \* Administering the Program
  - \* The Role of Communication in Crisis Management
  - \* Surveying various school publics
  - \* Gathering and analyzing data
  - \* Assessment of Public Relations
  - \* Marketing Your School and Site-Based School PR

**Please bring to class:**

**\*Select an article from the National School Public Relations Associations website. In addition write a one-page or less; review, reflect, and analyze, see “Grading #2).  
access: <http://nspra.org>**

- \* **Analysis of questionnaire completed with data disaggregated**
- \* **Comparable districts / schools / groups data analysis**

**Third Weekend  
(Saturday AND Sunday)**

- Weekend Focus:**
- \* Getting Ready for a Crisis
  - \* Technology and the School
  - \* Preparing Published Materials
  - \* The School Choice Challenge
  - \* Parental and Community Involvement
  - \* Coping with the Critics

**Please bring to class:**

- \* One copy of your school district's crisis plan.
- \* Your readiness to response to a school crisis.
- \* **“Strengths” AND “Areas of Improvement” Marketing Plans completed**
- \* **PP presentations with handout ready for class**
- \* **Performance Final/Group Debates**

**GRADING PROCEDURE:**

	<b>Points</b>
1. CLASS PARTICIPATION:	25
2. Articles (2): Summary, with reflections	30
3. Written Letter to the editor, OPED column, or Editorial to “sell” or clarify a position in your school/district	20 + 5 if published
4. Write a “Press Release” for your principal	20 +5 if published

5. MARKETING PLAN (Total = 175 pts)	
5.1 Committee development process	25
5.2 Administer and analyze Survey	25
5.3 Comparable district / school analysis	25
5.4 Fully developed “strengths” marketing plan	25
5.5 Fully developed “areas for improvement” marketing analysis	25
5.6 10-15 minute PP presentation plus handout	50
6. Group debate; replaces final exam (requirements discussed in class)	<u>50</u>
<b>Total points:</b>	<b><u>320</u></b>

**GRADE:**    **A = 93% - 100% or 298 to 320 points**  
**B = 85% - 92% or 272 to 297 points**  
**C = 75% - 84% or 240 to 271 points**

**EDL 519: SCHOOL COMMUNITY RELATIONS GRADING RUBRIC**

	<b>Points:</b>			
<b>1. Class Participation</b>	<b>25</b>	75% ----- attend class; minimum involvement in discussion and group projects min. group participation	85% ----- Involved but no questioning or clarifying;	93% ----- 100% Total involvement; ADDS substance & depth to class and group work
<b>2. Article (2) critiques</b>	<b>30</b>	75% ----- Articles read, handwritten summaries	85% ----- Typed summaries, complete source identified; (max. 1 page each) no “depth”	93% ----- 100% “depth”; tie to class; shows insight; still only 1 page; <u>includes reaction statements</u>
<b>3. Letter to the Editor</b>	<b>20</b>	75% ----- Text in general letter format; Handwritten	85% ----- Typed Letter; textbook guidelines followed	93% ----- 100% Topic directly related to your current SIP (attach to letter)
<b>4. Press Release</b>	<b>20</b>	75% ----- Text in general letter format; handwritten	85% ----- Typed Press Release; textbook guidelines followed; format and content	93% ----- 100% Topic directly related to your current SIP (attach to letter)
<b>5. MARKETING PLAN (175)</b>		75% ----- 85% ----- 93% ----- 100% <b>(COMPLETE GRADING RUBRIC INCLUDED IN PROJECT PACKET AVAILABLE AT WESTERN-ON-LINE; EDL 519)</b>		
5.1 Committee Process	25			
5.2 Ananalysis	25			
5.3 Comparable groups analysis	25			
5.4 “Strengths” Marketing Plan	25			
5.5 “Improvement” Plan	25			
5.6 Marketing Plan PP	50			
<b>10. (I) Group Debate</b>	<b><u>50</u></b>	75% ----- Shows up to group meetings; final group debate includes creditable main points.	85% ----- Active participation by all; evidence of contribution by all; rebuttals related to points	93% ----- 100% Winners 100%; second 93%; if more than just reading team’s prepared statements

**TOTAL POSSIBLE POINTS: 320**

**GRADE:**    **A = 93% - 100% or 298 to 320 points**  
**B = 85% - 92% or 272 to 297 points**  
**C = 75% - 84% or 240 to 271 points**