

July 21, 2008

EDL 519 Students
Fall 2008

Dear Colleague:

I am looking forward to working with you beginning August 23, 2008. I recently completed my third year as a full-time assistant professor at WIU in the Educational Leadership department. A few years ago I retired after 35 years as a teacher, coach, department chair, assistant HS principal, HS principal, and the last 11 years as a superintendent with 1 additional year as an interim superintendent. I hope this brief background helps explain why my approach to this course will be from a practitioner point of view. It is my goal that you leave this course with some concepts / ideas / practical solutions useful in your current working situation AND reference material useful in the future. This will be determined, to a large extent, by your willingness to ask questions and engage in meaningful discussions. 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 will also be available on the department website: www.wiu.edu/EdLeadership (Top banner) "Current Students"; then "Course Syllabi." **It will also be available at WesternOnLine under the course EDL 519 approximately 1 week prior to our first weekend. Please review it carefully** and COMPLETE the assignments due the first weekend.

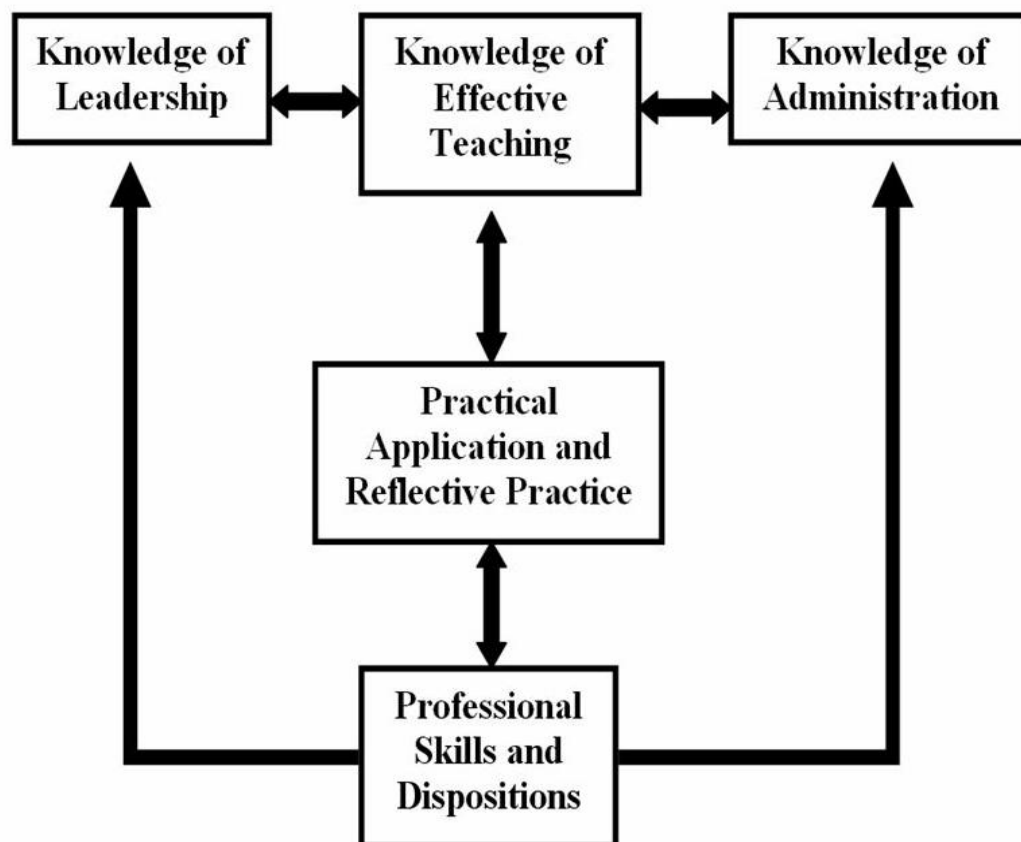
There will be one major project for this course, the development of a comprehensive Marketing Plan for you district, school, or grade / dept. level. In addition to the other assignment due the first weekend (the press release), it would be helpful if you were familiar with this project and, if possible, 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. We will discuss this at the first class meeting. The class will be held at WIU's Quad Cities campus but room assignments have yet to be made so please ask at the desk that first Saturday morning for our classroom. 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.

Yours for better schools,

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



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Class meetings:

Saturday, and Sunday, August 23 and 24, 2008

Saturday ONLY, September 13, 2008; to be finalized the first day of class

Saturday and Sunday, September 27 and 28, 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:

SCHOOL COMMUNITY RELATIONS 8th or 9th Edition 2005-7

Authors: Gallagher and Bagin

Publisher: Pearson Education Inc

Bookstore: To order books from WIU bookstore, call the numbers listed below. Books will be shipped ASAP when charged to a credit card. If paid by check, books will be shipped upon receipt of the check. Bookstore telephone number: (800) 338-6369

The required textbook is also available online: What are eTextbooks? Basically, they're an online version of the print text, right down to the page numbers and chapter elements. Users can jump to any page with a click, or use the search engine to find text or illustrations by key term. How much do eTextbooks cost? eTextbooks are an inexpensive alternative, at roughly half the price of print. Are they easy to adopt? Yes. Just let your students know about the eTextbook alternative, and tell them to visit www.safarix.com.

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
www.nsd.org = National Staff Development Council

(Tentative)

CLASS SCHEDULE **EXPECTATIONS AND ASSIGNMENTS**

First weekend
(Saturday AND Sunday)

Required Textbook Reading: The School and Community Relations

Chapters 1, 2, 3, 6, 7, and 8

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 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 (under "Research Studies").**

***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)

Required Textbook Reading: The School and Community Relations

Chapters 5, 11, 12, 16, and 17

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:

***Analysis of questionnaire completed with data disaggregated**

*** Comparable districts / schools / groups data analysis**

Third Weekend (Saturday AND Sunday)

Required Textbook Reading: The School and Community Relations

Chapters 9, 13, and 14

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:

	Points
1. CLASS PARTICIPATION:	25
2. Write a "Press Release" for your principal	20 +5 if published
3. MARKETING PLAN (Total = 225 pts)	
3.1 Committee development process	25
3.2 Administer and analyze Survey	50
3.3 Comparable district / school analysis	50
3.4 Fully developed "strengths" marketing plan	25
3.5 Fully developed "areas for improvement" marketing analysis	25
3.6 10-15 minute PP presentation plus handout	50
4. Group debate; replaces final exam (requirements discussed in class)	<u>50</u>
Total points:	<u>320</u>

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

Points:

1. Class Participation	25	75% ----- attend class; minimum involvement in discussion and group projects min. group participation	85% ----- Involved but no questioning or clarifying;	93% ----- Total involvement; ADDS substance & depth to class and group work	100%
4. Press Release	20+5	75% ----- Text in general letter format; handwritten	85% ----- Typed Press Release; textbook guidelines followed; format and content	93% ----- Topic directly related to your current SIP (attach to letter) (see text pp.220-224 and sample WesternOnLine)	100%
5. MARKETING PLAN (225)		75% -----	(COMPLETE GRADING RUBRIC INCLUDED IN PROJECT PACKET AVAILABLE AT WESTERN-ON-LINE; EDL 519)		85% ----- 93% ----- 100%
5.1 Committee Process	25				
5.2 Anagnosis	50				
5.3 Comparable groups analysis	50				
5.4 "Strengths" Marketing Plan	25				
5.5 "Improvement" Plan	25				
5.6 Marketing Plan PP	50				
6. Group Debate	<u>50</u>	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% ----- Winners 100%; second 93%; if more than just reading team's prepared statements	100%

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