

University of Wisconsin-Whitewater  
Curriculum Proposal Form #3

**New Course**

**Effective Term:** 2073 (Summer 2007)

**Subject Area - Course Number:** CIGENRL 734  
(See Note #1 below)

**Cross-listing:** EDADMIN 734

**Course Title:** (Limited to 65 characters) School and Community Relations

**25-Character Abbreviation:** School and Community Rela

**Sponsor(s):** Michael Hertting

**Department(s):** Curriculum and Instruction

**College(s):** Education

**Consultation took place:**  NA  Yes (list departments and attach consultation sheet)  
Departments:

**Programs Affected:**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** None

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load  
 On Campus  Off Campus - Location

**College:** Education

**Dept/Area(s):**

**Instructor:** Michael Hertting

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Computer Requirement  Writing Requirement  
 Diversity  General Education Option: Select one:

**Credit/Contact Hours:** (per semester)

Total lab hours: 48 Total lecture hours: 48  
Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:  
No of times in degree:

No of credits in major:  
No of credits in degree:

**Proposal Information:** (Procedures can be found at <http://acadaff.uww.edu/Handbook/Procedures-Form3.htm>)

**Course justification:** Students must complete five classes at UW-Madison in the Cooperative Program. This course provides a relevant and useful elective course for the Co-Op Program to the Whitewater students. Students now will have an elective choice at Whitewater which will transfer to the Madison program.

**Relationship to program assessment objectives:** This class meets standards under both PI-34 and the ILLSC Standards.

**Budgetary impact:** This class has a positive budgetary impact. In the past students would take their elective class at UW-Madison. They now have an opportunity to take an elective class at Whitewater.

**Course description:** School and Community Relations is a 3 credit graduate class designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of school-community relations programs. Special emphasis will be to ensure engagement of *all* members of the community, including diverse populations, both racially and income level.

**Course requisites:** None

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)
2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? )
3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

**Course objectives and tentative course syllabus:** See attached

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

To be selected – but includes the above mentioned resources.

**Notes:**

1. Contact the Registrar's Office (x1570) for available course numbers. A list of subject areas can be found at <http://acadaff.uww.edu/Handbook/SubjectAreas.html>
2. The 15 and 25 character abbreviations may be edited for consistency and clarity.
3. Please submit electronically when approved at the college level - signature sheet to follow in hard copy.

University of Wisconsin – Whitewater  
College of Education  
Course Syllabus

**School and Community Relations**  
CIGENRL-734 (EDADMIN-734)

**Michael Hertting, Ph.D.**

Winther Hall 4051

Office Phone (262) 472-4891

Dept. Phone (262) 472-1122

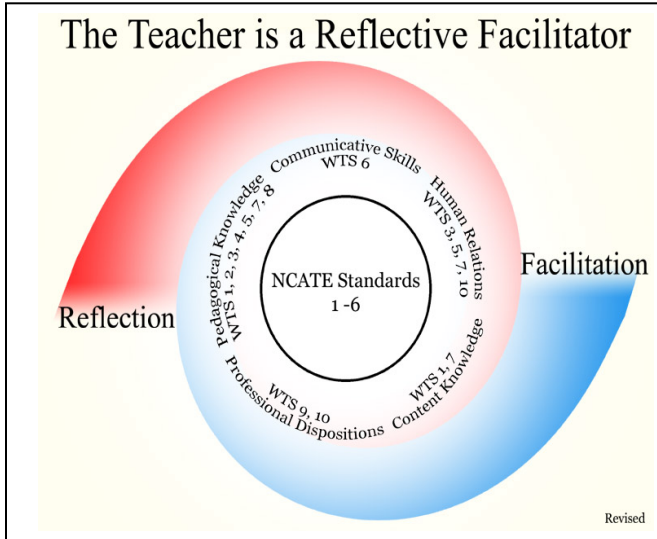
Email [herttinm@uww.edu](mailto:herttinm@uww.edu)

**Office Hours:**

Tuesday 3:00 - 5:30

Thursday 3:00 - 5:30

Or by appointment



Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater that gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

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following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of school-community relations programs. Special emphasis will be to ensure engagement of *all* members of the community, including diverse populations, both racially and income level.

**Instructor Statement:** It is my desire to be as inclusive as possible. Please let me know if you need any special accommodations. Also, it is my desire that this course is practitioner oriented while at the same time grounded in current research. As such, the syllabus represents an accurate overview as possible, with the likelihood of changes as needed.

**Course Expectations:** It is expected that all students enrolled in this course will be willing to take an active role in their own learning. This means that you are expected to be well prepared to discuss the topics each week, seek additional materials to support and enhance your learning, and work collaboratively. A general guideline is that students should expect to spend 2 -3 hours outside of class for each credit hour of class. It is also expected that you come this course with a sense of curiosity about educational leadership, learning and education in general.

This course is designed to be taught partially online. If you do not have access to the internet at home or work you are encouraged to use UWW computer labs. You will need to have a UWW email account.

**Bad Weather Note:** Many of you will travel from another city to attend classes. In the event of poor weather, please do what is right for your situation. If you believe it is too unsafe to travel, then please do not attempt the trip. It is unlikely that classes would be cancelled, but be sure to check your UWW email prior to leaving on a bad weather day.

**Required Text:** *The School and Community Relations*, 7<sup>th</sup> Edition, Don Bagin and Donald R. Gallagher, Allyn and Bacon, A Pearson Education Company

**Reading Materials:** Additional reading materials will be distributed in class.

**Course Content/Standards:** This course will include content and skills to meet the following state standards (P.I. 34.03 Administrator Standards):

- The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

The knowledge base will include (from Interstate School Leaders Licensure Consortium or ISLLC):

- Emerging issues and trends that potentially impact the school community
- The conditions and dynamics of the diverse school community
- Community resources
- Community relations and marketing strategies and processes
- Successful models of school, family, business, community, government, and higher education partnerships.
- The political, social, cultural, and economic systems and processes that impact schools.

### **UWW & UWS Policies Statements**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17].

Students with disabilities that interfere with their ability to participate or benefit from the outlined activities shall be reasonably accommodated with respect to academic requirements. It is the student’s responsibility to notify the instructor within the first three weeks of class regarding the specific dates or activities which s/he will request relief so that reasonable accommodations can be arranged. Notification and requests for accommodations shall be kept confidential.

The Board of Regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. **Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.** Students who violate these standards must be confronted and must accept the consequences of their actions. [UWS 14.01 Statement of Principles].

## Assignments/Expectations

**Attendance and participation** - Class attendance and participation is vital to the success of our class. Every absence affects your success in the class and your grade. Class sessions will typically be used to discuss the assigned readings, discuss current hot issues in educational leadership, listen to guest speakers or participate in other activities such as a case study. We will then explore their relation to themes and issues in the leadership field. As the success of this course depends upon the preparation of its members, you are expected to have done the readings and be ready to discuss the weekly topic(s). Each student will be required to take the “lead” on one of the weekly readings in class.

**Web-Site Critique** – Students will use class discussion and readings to develop criteria for evaluating web sites. Based on this criteria students will critically evaluate a educational institution’s web site. This will involve both a presentation and a paper

**Press Release** - Students will write a press release to school board, staff and community.

**School or District Written Communication Plan** - Students will write a communication plan including one sample visual to share with the intended audience, e.g., brochure, web page, or other selected means of formal communication. (4-5 pages and the sample)

**Written Analysis of the Student’s School Community** with citations from both the school and the community and oral presentation to class including the political, social, cultural, and economic factors and data that influence the school and school district. (6-8 pages) An example of the areas to include in this paper will be handed out as a model to follow. This paper should be a product that could be used by a school district, chamber of commerce or public relations group of the city or school district to hand out or provide to those requesting an objective review of the school/community analyzed.

**Public Engagement** Small group research on various methods for public engagement. There is a large body of information on methods for engaging families and community members in public education ranging from informal to formal. In groups of three-four, you will research one method that has successfully worked to improve student achievement. You will present the information in an interesting manner to the rest of class modeling how you might engage the public in supporting this method.

**Analysis of Press Item:** Students will share and critique something in the press and evaluate it. This could be a video clip, newspaper article, brochure, web site, etc.

**Assessment/ Grading:** Students will be graded using the standard A, AB, etc scale based on the points earned for each assignment. Specific guidelines will be distributed for every assignment.

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<b>Assignment</b>	<b>Points</b>
Attendance, Participation, Reaction papers	20
Written communication Plan	20
Web Site Critique	20
Press Release	10
Written Analysis of School Community	35
Public Engagement Group Work	20
Analysis of Press Item	20
Total	145