

Need. 1. Copy Sen. file
2. report. to Sen.
FACULTY SENATE

Approved 7/24/75

74-5/57

(R)

CURRICULUM COMMITTEE

Course Approval Form

Department EDUCATIONAL ADMINISTRATION

Title MANAGEMENT SYSTEMS FOR COMMUNITY/ADULT EDUCATION

Sponsor(s) DR. MAURICE G. VERBEKE No. of Credits 3

Approved by the department Graduate

Not recommended by the department Undergraduate

Information copies forwarded: Academic Dean; Chairman; Curriculum Committee

Maurice G. Verbeke
Signature: Department Chairman

ACADEMIC DEAN

Consultation on proposal has been held

Comments:

W. J. [Signature]
Signature: Academic Dean

CURRICULUM COMMITTEE

Proposal received 4/15

Open Hearing held 5/2

Returned to the department for the following reason(s):

Approved by the Curriculum Committee

Presented to Executive Committee of the Faculty Senate as information

Notifications forwarded: Academic Dean; Department Chairman

Signature: Chairman, Curriculum Committee

Handwritten notes:
... proposal ...
...
...

Handwritten notes:
...
...

ACADEMIC DEAN

I have reviewed the final documents as approved and concur with same.
Budget, faculty and library resources are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same.
Budget, faculty and/or library allocations for the current academic year
are inadequate for immediate implementation or implementation in the next
fiscal year. The earliest that the proposal might be implemented would be

HEGIS Taxonomy Number: _____

Signature: Academic Dean _____

Copies forwarded: Chairman, Curriculum Committee; Department Chairman;
Provost; Registrar

REGISTRAR

Approved course description received

Signature: Registrar _____

PROVOST

Official copy and approval sheet filed

Signature: Provost (or designee) _____

- Note: 1) Course proposal format is attached
2) A copy of this approval form should accompany each proposal
3) A copy of a proposed catalogue description of the course must
accompany the proposal as a separate page.

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

REPORT OF SHORT TERM COURSE OFFERING

Title of Course MANAGEMENT SYSTEMS FOR COMMUNITY/ADULT EDUCATION
Course Number 0828.630 Credit Hours 3
Sponsoring Department Educational Admin. Staff Member Assigned Dr. M. Verbeke
Term Offered Summer Workshop Specific Time Period If Not Full Term June 10-June 21, 1975
Location Educational Improvement Center Number of Students Enrolled 12

I. Brief description of the course:

Participants, will as a team or as individuals, develop and finalize a plan of action to implement/expand Community/Adult Education in their community. In addition, participants will indicate an increase in interaction, conceptual and technical skills within the concept of Community/Adult Education.

II. Recommendation for future consideration:

A. I do not recommend that this course be offered again.

Comments:

B. I recommend that this course be considered by the College Curriculum Committee for approval for subsequent offering.

Comments: As noted by the enclosed evaluation, the course was successful and indeed met the needs of the students to a large extent.

III. Attachments - Please attach to this form the following:

- A. Student evaluations and comments regarding the course offering.
- B. Colleague evaluations and comments regarding the course offering.
- C. Copy of final proposal.

Signed:

Maurice B. Verbeke
Department Chairman

Agenda

COMMUNITY EDUCATION INSTITUTE

Developed, Coordinated and Conducted by:

Educational Improvement Center-SJ

Pitman, N.J.

Glassboro State College

Montclair State College

June 10-21, 1974

4:00 p.m. - 9:00 p.m.

Objectives:

1. Participants will, as a team or as individuals, develop and finalize a plan of action to implement/expand Community Education in their district.
2. Participants will indicate an increase in interaction, conceptual and technical skills in Community Education and planning.

✓ Monday - June 10

- | | | |
|------|---|---|
| 4:00 | - | Overview of Institute: Sue Fletcher, Director Community Education Development Center, Montclair State College |
| 4:15 | - | Overview of a Management System and its relation to the Community Education process: John Radig, Community Education Supervisor, EIC-SJ |
| 4:30 | - | Keynote: Dr. Patrick Mullarney, Director, Community Education Development Center, University of Connecticut |
| 5:00 | - | Interaction with Dr. Mullarney |
| 5:30 | - | Begin Achievement Motivation: Dr. Mullarney |
| 6:30 | - | Buffet dinner |
| 7:00 | - | AMS continued |
| 9:00 | - | End - first day |

✓ Tuesday - June 11

- | | | |
|------|---|---------------------------------------|
| 4:00 | - | Achievement Motivation: Dr. Mullarney |
| 6:30 | - | Dinner |
| 7:00 | - | AMS continued |
| 9:00 | - | End |

✓ Wednesday - June 12

- | | | |
|------|---|--|
| 4:00 | - | Needs Assessment: John Radig, EIC-SJ and staff |
| 6:30 | - | Dinner |
| 7:00 | - | Continue Needs Assessment |
| 8:00 | - | Team Identification of Needs |

✓ Thursday - June 13

- | | | |
|------|---|--|
| 4:00 | - | Team Identification of Needs: John Radig, EIC-SJ and staff |
| 6:30 | - | Dinner |
| 7:00 | - | Goals and Objectives presentation: John Radig, EIC-SJ |

✓ Friday - June 14

- 4:00 - Teams develop Community Education Goals and Objectives:
John Radig, EIC-SJ and staff
- 6:30 - Dinner
- 7:00 - The future of Community Education in New Jersey: Barry Semple,
Director, Office Adult/Community Education

✓ Monday - June 17

- 4:00 - Keynote: Citizen Involvement in Community Education: Dr.
Richard Ehrbright, Associate Director, Elementary Community
Education, Flint Community Schools
- 4:30 - Interaction with Dr. Ehrbright
- 5:00 - Community Education Advisory Councils: Who, What, and How:
Dr. Ehrbright
- 6:30 - Dinner
- 7:00 - Advisory Councils continued
- 9:00 - End

✓ Tuesday - June 18

- 4:00 - Developing Community Education Plans of Action: Arthur Rainear,
Program Director, Special Education Projects, EIC-SJ
- 6:30 - Dinner
- 7:00 - Plans of Action continued: Arthur Rainear
- 9:00 - End

✓ Wednesday - June 19

- 4:00 - Team development of Community Education Plans of Action:
Arthur Rainear and staff
- 6:30 - Dinner
- 7:00 - Evaluation of Community Education: Dr. Patricia Mull, Supervisor
Research and Evaluation, EIC-SJ
- 9:00 - End

✓ Thursday - June 20

- 4:00 - Community Education: A Vehicle to Improve the K-12 Instructional
Program: Dr. Phillip Clark, Director, Center for Community Educa-
tion, University of Florida, Gainesville, Florida
- 4:30 - Strategies for Instructional Improvement: Dr. Clark
- 6:30 - Dinner
- 7:00 - Strategies continued
- 8:00 - Community Education Programs for the Gifted Child: Theodore
Gourley, Assistant Supervisor, Special Education, EIC-SJ
- 9:00 - End

✓ Friday - June 21

- 4:00 - School/Community Communications: Ron Zucca, Supervisor of
Dissemination, EIC-SJ
- 5:30 - Individual Programs and Consultations
- 6:30 - Dinner
- 7:00 - Concluding Address

COMMUNITY EDUCATION INSTITUTE

Developed, Coordinated and Conducted by:
Educational Improvement Center-SJ

Glassboro State College
Montclair State College
June 10-21, 1974

EVALUATION FORM

Institute Objectives:

1. Participants will, as a team or as individuals, develop and finalize a plan of action to implement/expand Community Education in their district.
2. Participants will indicate an increase in interaction, conceptual and technical skills in Community Education and planning.
1. To what degree were the stated workshop objectives met? Please rate each objective by checking the appropriate column.

	Poorly	Fairly	Adequately	Fully
Obj. 1			4	10
Obj. 2			4	10

2. a. Before attending the Institute, my knowledge of Community Education was: (Check the appropriate response)

Poor Fair Adequate Good Very Good
2 3 8 1

- b. As a result of attending this Institute, my knowledge of Community Education is: (Check the appropriate response)

Poor Fair Adequate Good Very Good
5 3 2 8 6

3. a. Before attending this Institute, my knowledge of planning was: (Check the appropriate response)

Poor Fair Adequate Good Very Good
5 3 2 8 6

- b. As a result of attending this Institute, my knowledge of planning is: (Check the appropriate response)

Poor Fair Adequate Good Very Good
5 3 2 8 6

4. Place rate the following categories for each consultant and their program using the following scale:

- 4 - excellent
- 3 - good
- 2 - fair
- 1 - poor

	Keynote Dr. Mullamey	Achievement Motivation Dr. Mullamey	Need/Resource Assessment John Radig	Goals & Objectives John Radig	Future of Community Education Barry Semple	Presentation: Citizen Involvement in Education Dr. Ehrbright	Advisory Councils Dr. Ehrbright	Plans of Action Art Rainear	Evaluation Dr. Patricia Mull	Community Education & Instructional Program Dr. Clark	Community Education & The Gifted Child Theodore Gourley	School/Community Communications Ron Zucca	Key Communicators in the Community Julia Sullivan and Bob Olcott	General Organization & Administration of Institute John Radig
a. Appropriateness	3.5	3.4	3.7	3.7	3.6	3.6	3.7	3.7	3.5	3.6	2.5	3.6	3.4	3.8
b. Consultants knowledge of topic	3.2	4.0	3.5	3.6	3.6	3.6	3.5	3.7	3.5	3.6	2.4	3.7	3.4	3.7
c. Information presented	3.2	3.7	3.5	3.6	3.6	3.1	3.2	3.5	2.9	3.1	2.3	3.4	3.0	3.7
d. Method of Presentation	3.2	3.5	3.1	3.2	3.4	2.8	3.1	3.3	2.9	3.2	2.9	3.4	2.9	3.7
e. Length of Presentation	3.1	3.4	3.1	3.1	3.4	2.7	3.1	3.2	3.0	3.4	2.8	3.1	3.9	3.6
g. Activity Experiences	3.1	3.6	3.5	3.3	3.0	2.9	2.7	3.2	2.6	3.3	2.0	2.9	2.0	3.7
h. Handouts Distributed	2.8	3.5	3.7	3.6	2.8	3.1	3.0	3.1	2.3	3.4	2.5	3.3	3.3	3.8
i. General Evaluation	3.3	3.4	3.5	3.5	3.4	3.2	3.3	3.5	3.1	3.4	2.6	3.6	3.1	3.8

5. In the coming months, as a result of this workshop, I intend to: (Check the appropriate response(s) - if more than one response, please rank them)

- 1 Purchase new equipment or materials
- 2 Implement a new program or project
- 3 Use skills or concepts in class activities
- 4 Continue my education in this area
- 5 Increase appropriate budgetary categories
- 6 Construct new/modify existing facilities
- 7 Share materials and/or information
- 8 Motivate others in this area
- 9 Present information to principal/superintendent/school board for implementation approval
- 10 Submit a proposal for funding
- 11 Call upon EIC for support services
- 12 Visit and use EIC's Information Retrieval Services
- 13 Undecided
- 14 Other (Please comment)

6. Please indicate the strengths and weaknesses of the program.
(Use back of page for additional space)

A. Strengths

See Attached

B. Weaknesses

See Attached

C. Other Comments

See Attached

6. Strengths:

Relaxed, informal setting
Consultants were good; more group interaction - brainstorming
Information presented, consultants and staff
Use of resource people was excellent; facilities very good; John's leadership v. good
Thorough grounding in basics of Community Ed concept and in planning activities
Very good variety of speakers who are knowledgeable in area. Good atmosphere for learning. Developed good attitude of group unity.
Material presented, value to those interested.
Good group rapport, got to know other participants.
Time given to work on one goal assessment etc. - plans.
This gave me a well-rounded look at Community Ed. and to motivate me to contribute to a Community Ed. Program.
Expertise of staff, materials, congeniality
The program is good in that many people can spot philosophy to another individual, but few can put it into print for distribution to many.

Weaknesses:

Too short dinner time.
Need more breaks to stretch - 2 hours too long for presentation regardless how good.
Fact that we had to write out everything in our plans. This may be a personal bias since I am not actively involved at the present in community as such and would have preferred role playing.
Little "hands on" experience with Community Ed. outside of "management" function.
Gear program for smaller districts - 1500 pupils or less. This would better meet needs of south Jersey.
Too long a period to remain attentive.
So much material to assimilate when there is not much background to associate it to - a workshop to acquaint the students might be a considered prerequisite.
Timing
Too cold in the room
Dr. Ehrbright's talks seemed to imply that we knew everyone he mentioned in Flint.
Limited time to dig while specialists were here.
Only half the key speakers possessed the two most important ingredients - knowledge plus dedication

Other Comments

All in all worthwhile experience.
Good overall info; handouts excellent.
I would say the material presented was well worth the effort. I would highly recommend the course to anyone - and there are few programs I have been able to say this about. Overall excellent and should be introduced on a wider basis to a larger audience.
Most enjoyable graduate course I've experienced.
Education is a life long process. I feel Community Ed. is truly a viable way to continue and strengthen this process.
More time for tapping in smaller groups.

COMMUNITY EDUCATION INSTITUTE
EDUCATIONAL IMPROVEMENT CENTER
PITMAN, N. J.

PRE-TEST

Listed below are eleven concepts of Community Education. Please read each concept and indicate your understanding of it by drawing a CIRCLE around the appropriate number. 1 represents least understanding - 7 represents full understanding.

Community Education:

- develops an individual and community sense of belonging.

1 2 3 4 5 6 7
(1) (1) (2) (4) (6) (1)

- is a process in which citizens become involved in the educational process as decision makers, learners and teachers.

1 2 3 4 5 6 7
(5) (5) (5) (5) (1)

- fully utilizes existing community resources.

1 2 3 4 5 6 7
(2) (2) (5) (5) (5) (2)

- maximizes interagency cooperation.

1 2 3 4 5 6 7
(1) (2) (3) (1) (6) (2) (1)

- eliminates the duplication of services to increase effectiveness.

1 2 3 4 5 6 7
(1) (1) (3) (5) (4) (2)

- meets the relevant needs of the individual.

1 2 3 4 5 6 7
(1) (1) (4) (4) (4) (2)

- is democracy in action.

1 2 3 4 5 6 7
(1) (2) (3) (5) (2) (3)

- affects an impact on social problems.

1 2 3 4 5 6 7
(3) (4) (2) (5) (1)

- is a life centered curriculum for the community.

1 2 3 4 5 6 7
(1) (2) (4) (2) (5) (1)

- is an educational system that accepts anyone at anytime.

1 2 3 4 5 6 7
(2) (2) (1) (2) (8) (1)

- is education as a life long process.

1 2 3 4 5 6
(1) (1) (3) (3) (8)

COMMUNITY EDUCATION INSTITUTE
EDUCATIONAL IMPROVEMENT CENTER
PITMAN, N. J.

POST-TEST

Listed below are eleven concepts of Community Education. Please read each concept and indicate your understanding of it by drawing a CIRCLE around the appropriate number. 1 represents least understanding - 7 represents full understanding.

Community Education:

- develops an individual and community sense of belonging.

1 2 3 4 5 6 7
(2) (7) (5)

- is a process in which citizens become involved in the educational process as decision makers, learners and teachers.

1 2 3 4 5 6 7
(1) (2) (3) (8)

- fully utilizes existing community resources.

1 2 3 4 5 6 7
(6) (6)

- maximizes interagency cooperation.

1 2 3 4 5 6 7
(1) (4) (6) (3)

- eliminates the duplication of services to increase effectiveness.

1 2 3 4 5 6 7
(2) (1) (5) (6)

- meets the relevant needs of the individual.

1 2 3 4 5 6 7
(2) (7) (5)

- is democracy in action.

1 2 3 4 5 6 7
(3) (4) (7)

- affects an impact on social problems.

1 2 3 4 5 6 7
(4) (3) (7)

- is a life centered curriculum for the community.

1 2 3 4 5 6 7
(1) (7) (6)

- is an educational system that accepts anyone at anytime.

1 2 3 4 5 6 7
(5) (2) (7)

- is education as a life long process.

1 2 3 4 5 6 7
(2) (10) (2)



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

October 11, 1972

TO : Dr. Kenneth Clay, Vice Provost - Academic Affairs
Short-term Offering Review Committee

FROM: Dr. Maurice G. Verbeke, Chairman
Educational Administration Department

RE : Short-term Course Offering (Graduate): Summer 1974
Community Education Institute

The Educational Administration Department requests that the following proposal regarding Community Education be considered by your Review Committee as soon as possible: Pertinent data are:

I. Identification of the Proposal

- A. Name: Management Systems for Community Education
- B. Sponsors: Dr. Maurice G. Verbeke, Professor and Chairman, Educational Administration Department and Educational Administration Faculty

II. Statement from the Department Chairman

This course is proposed as a graduate elective, primarily for graduate students in the Supervision and Curriculum Development and Elementary and Secondary Administration Programs. It is anticipated that if the summer 1973 Community Education Institute is successful, the Institute will be renewed for the 1974 and 1975 summer. If, after evaluation at the end of the 1973 institute it is found to meet the requirements of a graduate course, a proposal will be made through the appropriate bodies of college governance.

Library facilities and materials are available through the Savitz Learning Resource Center and the Adult Education Resource Center. No other needs are anticipated in order to support such a graduate institute.

The Institute will be given in cooperation with Montclair State College and Rutgers University. It will be staffed by a number of people who have expertise in the area of Management Systems and Community Education; the academic portion of the Institute will be under the direction of the sponsor. The Institute will be two weeks in length and is to be funded under the Educational Professions Development Act (EDPA) and the Bureau of Adult and Continuing Education, New Jersey State Department of Education. The Institute would be self-supporting, hopefully funded for the full \$30,000 requested.

There will be 30 people involved in the Institute at Glassboro State College. Institutes would also be held at the two other cooperating institutions: Montclair State College and Rutgers University.

III. Outline of the Proposal

A. Essence of the Proposal

1. Course title: MANAGEMENT SYSTEMS FOR COMMUNITY EDUCATION
2. Semester hours of credit: 3
3. Course level and prerequisites: Graduate, no prerequisites
4. Curricular pattern: free elective
5. Enrollment: 30 people

B. Details of the proposal

1. See enclosed proposal prospectus
2. Method of Evaluation: Participants will present a scholarly paper as well as a written critique of the Institute to the Educational Administration Department instructor. The paper will include the total training objectives as detailed in the grant proposal.

C. Rationale

1. See enclosed proposal prospectus

D. Consultation

1. Mr. Frank Johnson: Education Improvement Center, Pitman, N.J.
2. Mr. John Ratig: Educational Improvement Center, Pitman, N.J.
3. Mr. Farry Semple: Director of Bureau of Adult and Continuing Education, New Jersey State Department of Education, Trenton
4. Mrs. Dolores Harris, Director, Adult Education Resource Center, Glassboro State College
5. Mr. Ralph DiSibio, Director, Community Schools, Gloucester City, N.J.

IV. Additional Information

- A. This course is submitted as an experimental offering with the expectation that results will indicate a need for this course to be held on a permanent basis.

October 11, 1972

- D. Staffing for academic credit: Under the supervision of Dr. Maurice C. Verbeke, Chairman, Educational Administration Department.

STATEMENT OF NEED

An examination of various definitions of Community Education reveals an interesting interrelationship with the components of New Jersey's School Improvement Program, Bateman Legislation and various management systems.

Philip Clark of Kalamazoo, Michigan finds Community Education to be a philosophy of education that recognizes that learning is a life-long experience. He suggests that Community Education can be a working model for education leaders, faculty, and community members to use as a springboard for evaluating, restructuring, and making more relevant the regular school program.

Curt Van Voorhees of Muncie, Indiana cites three major premises underlying the concept of Community Education. They are:

1. Every person, regardless of age, economic status, or educational background has unmet needs and wants that require the help of others for solution.
2. People in every community have untapped skills, talents, and services to share with others, either individually or through existing organizations.
3. In all communities there are many available public facilities that go unused a large portion of the day and evening.

With the acceptance of these premises, Community Education can be defined as that process which coordinates existing facilities, local talent,

skills, and services to meet the needs and wants of people from all walks of life.

Jack Minzey of Ypsilanti, Michigan has a widely quoted definition of Community Education. He believes it to be a "philosophical concept which serves the entire community by providing for all of the educational needs of all of its community members. It uses the local school or some other agency to serve as a catalyst to bring community resources to bear on the community problems in an effort to develop a positive sense of community, improve community living and develop the community process toward the end of self-actualization."

Minzey believes that the ultimate goal of community education is to develop a process by which members of a community learn to work together to identify problems and to seek solutions to these problems. It is through this process that an ongoing procedure is established for working together on all community issues.

The process beginning with a cursory or systematic assessment of a school/community's needs is followed by the assembling of soft and hard data used to verify or reject identified needs. Representatives of the school and its community establish goals and objectives designed to meet needs of the community.

Goals and objectives serve as the frame work for the development of a plan of action. How will the community meet its objectives and what resources can it bring to bear upon the objectives?

The final step in the process is evaluation. The evaluation design will assist the community in a determination of the effectiveness of its plan of

action. How well did the community achieve its pre-stated objectives?

These four steps or components constitute a management system. They are re-cycled upon completion to provide for a continuous and systematic appraisal and re-structuring of the school's program to meet the needs of its community.

Community Education Institute

Goal:

To provide participating New Jersey Educators with a workable knowledge of what Community Education is, and how it relates to the proposed School Improvement Program.

Total Training Objectives:

- I. Participants will identify four major problems facing their school district.

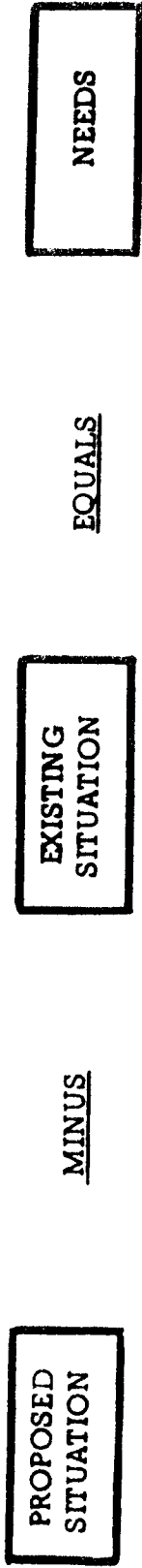
- II. Participant will identify and discuss one major purpose of:
 - Conducting a Needs Assessment
 - Writing Goals and Objectives
 - Designing plans of action
 - Evaluation of plans of action and process
 - Community involvement in the above four processes

- III. Participants will identify five indicators of community education.

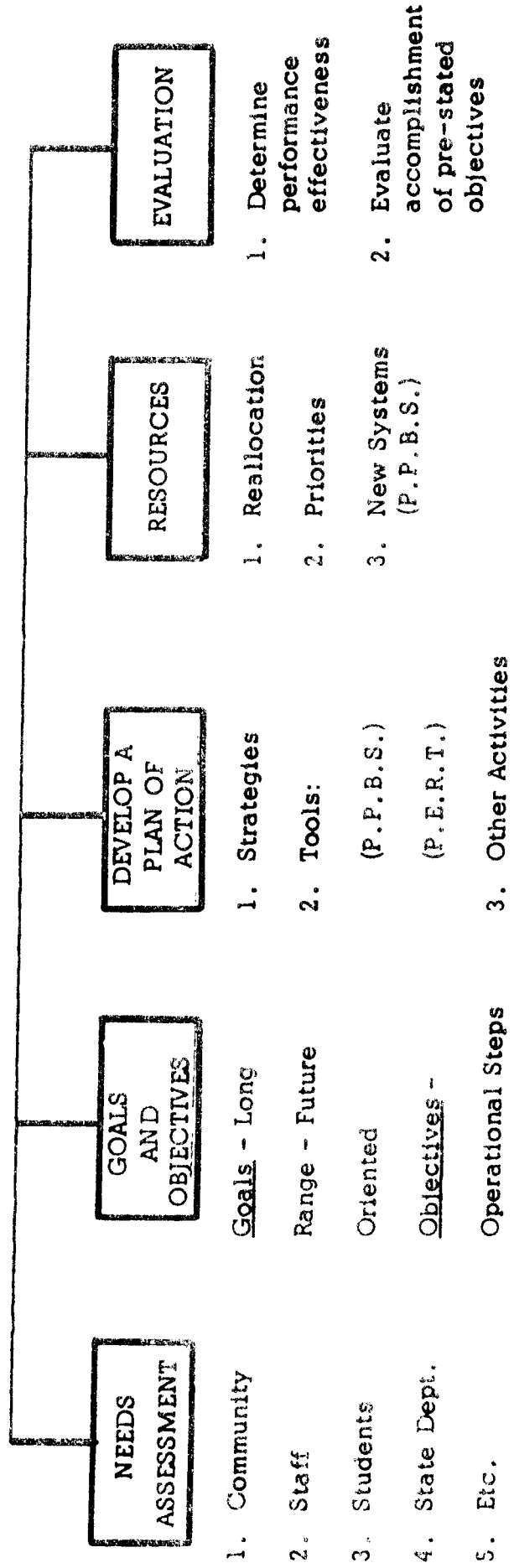
- IV. Participants will write personal goals and objectives aimed at developing a systems approach to solving the four identified problems.

EDUCATIONAL IMPROVEMENT CENTER
SOUTH JERSEY REGION

AN EDUCATIONAL MANAGEMENT SYSTEM



A MANAGEMENT DESIGN



We believe that the summer institute can be made more effective and valuable to the participants if follow-up activities are provided during the school year. It is recommended that the proposal committee, or any other group appointed by the parent committee, develop a complete proposal incorporating the summer institute, on-site training, and group seminars. Such a proposal would be submitted to the graduate councils of the participating colleges and universities, EPDA and the Bureau of Adult and Continuing Education, State Department of Education.