Proposed Undergraduate Degree Program in Community Education

NOTE: Because of a limitation of time, we are unable to print and distribute Document 625 in its entirety to all the faculty. Senators will receive the complete document, other faculty members the Introduction.

There will be extra copies of the complete document available in the Secretary of the Faculty's Office for anyone interested in examining the program in detail.

Burton Potterveld
Secretary of the Faculty

Introduction

The Bachelor of Science Program in Community Education now being proposed by the UWM School of Education is the fruit of two years of re-evaluating existing programs and experimenting with new solutions to urban educational problems. Development of this program reflects the School of Education's serious commitment, as part of a major urban university, to become involved in the community in creative, positive and appropriate ways. In accordance with the urban mission of UWM, described in a recent CCHE document, (83), the School of Education has, during the past two years, been actively questioning its assumptions about how to prepare urban educators, and indeed about what the very nature of education is in a modern urban environment. Faculty and students engaged in this questioning process have become involved in a number of new programs which bring them into direct contact with the educational problems and priorities of the community, and through such involvements, they have become conscious that in order to fulfill its urban mission, the School of Education must bring its expertise to bear on a wide variety of community educational endeavors now taking place outside the public school system. Preparing educators who can bring professional skills to these community programs is the purpose of the proposed B.S. Program in Community Education.

The two year process of developing involvements in community educational needs began when the School of Education entered into a flexible and cooperative relationship with the Milwaukee Public Schools. In retrospect it seems appropriate for the School to have begun here; first, because it has a long history of cooperation with the public schools in training teachers, and second, because the public schools were at that time requesting that the University assist them in dealing creatively with the spiraling urban educational crisis.

During 1968 and 1969, the resources of the School of Education were channeled into cooperative programs such as High Impact Teams, Trainers of Teacher Trainers, Head Start programs, and Teacher Corps. These projects were directed at discovering ways of reaching minority students and improving their education in the public schools. These types of cooperation programs, which are continuing, have already produced some promising new approaches to solving urban school problems through the development of innovative teacher training models.

For the School of Education, one of the most fruitful results of these cooperative programs was to bring the School into direct contact with community groups, which are vitally concerned with the education of their children. A number of these
groups, aware of the shortcomings of public school education in the sixties, had with Federal assistance begun to take over certain educational functions beyond the present capability and interests of the public school system - early childhood education and drug education, for instance. Through projects with the public schools, and through program involvements with community groups, the School of Education began to develop better understandings about how urban children actually learn.

These program involvements further emphasize the importance of fully understanding that a child is educated by the entire range of his experiences, not only at school but at home and on the streets, and that educating the whole child means providing educational experiences throughout that environment which reinforce one another. A major problem in urban education today - a reflection of the tensions of the society at large - is that the child's experiences at home, in school, and in the community conflict. What the school curriculum teaches him about his worth as a person, for example, or about his role in society, is outweighed by what he learns far more forcefully from his negative contacts with community institutions such as the welfare system. The educational goals of schools are explicit; institutions such as the welfare system have no explicit educational goals, but nonetheless implicitly educate those whose lives they touch with messages about their role and worth as human beings. Furthermore, even within an explicit educational system such as the public schools, an implicit educational message is transmitted which is separate from the content of the curriculum, and which originates in how the system treats people. The implicit message can either reinforce or contradict the explicit one. In schools characterized by authoritarianism, impersonal standardized procedures, and the assumption that minority students are unlikely to succeed, for instance, the implicit messages undermine explicit curricular emphasis upon democratic opportunity and individual worth.

Community leaders interested in education have become concerned about the implicit education taking place throughout the environment in which their children are learning, and have become increasingly aware of the positive educational impact which their organizational activities can have in the community. These leaders, and the School of Education, have recognized that in cities today, many of a child's educational experiences are provided by non-educators, most of whom remain unaware of the key educational role they are playing. The conclusion in many cases has been that community organizations can benefit considerably from the School of Education's professional assistance in clarifying explicit educational objectives, in devising programs which meet those objectives, and in giving their personnel the skills required to be effective teachers in the community.

During the past year, the School of Education has added a new dimension to its emphasis upon devising cooperative programs; in addition to working with the public schools, it is also exploring possible ways of giving essential professional training to leaders of groups from Milwaukee's Black, Spanish-speaking and poor white communities which have requested assistance. The most productive approach until now has been the development of cooperative agreements with those agencies which have expressed interest in making explicit their educational goals. By cooperatively developing programs which effect innovative changes in their activities, the School is able to experiment in developing new models for urban education, and at the same time to train personnel who can function creatively as urban educators outside the
public school system, educators aware of the potentialities for educating the whole child. Groups with whom we have developed agreements include the Council for the Education of Latin Americans, the Switchboard, the Federated Community Schools, Project Understanding and Transitional Education.

This system has been a particularly appropriate means of involving the University in real community problems. It is not possible, nor is it desirable, for the School of Education to provide educational services to the entire community. But by devising the training methods of community educators primarily in the community, by selecting leaders already involved in educational issues, and by teaching them the skills they need through actual experiments in change, we are able to develop new models for integrating the home, school, and street life of children. At the same time, we are able to affect urban education in a positive, creative fashion through effecting actual changes in the community, and through training indigenous leaders to be community educators.

The cooperative agreements as they operated during 1969-70, provided for initial program development, but lacked a systematic core of skills, methods, and procedures; consequently, their impact was limited. But these agreements were an important stage in developing the conception of a full B.S. Program in Community Education, a program designed specifically to give necessary training, program development, and change skills to community leaders who have become conscious of the educational functions of the programs they are involved with. The Community Education Program will operate on the continuing assumption that the most effective way to develop these skills is to involve trainees in implementing an actual innovation.

The program has three broad objectives:

1. For community educators to acquire the skills necessary to develop new models for urban education in their communities

2. For community educators to acquire the skills necessary to function as "trainers" and supervisors of community people engaged in operating educational programs.

3. For the School of Education to develop new conceptual models for organizing and initiating educational programs.

The Community Education program will ordinarily consist of 120 credit hours earned over a four year period, though students experienced in community education may be granted credit for demonstrated competence. The skills needed by community educators will be developed in four broad program areas: (1) general education (2) special interest electives such as day-care or adult education, (3) supervised field experiences and (4) the community education major. Courses in the community education major will focus on three skill areas essential to community education: (1) program development, (2) training processes, and (3) change processes. Students will earn credits in each of the four program areas throughout each of the four years.

In summary, the proposed undergraduate program in Community Education will enable the School of Education to address directly the educational needs of the community
by educating individuals drawn from it and providing them with the necessary skills for developing and operating community educational programs which will have the effect of integrating the home, school and street experiences of the children.

Committee Members

L. Johnson
H. Kluge
C. La Paglia (Chairman)
G. Njuguna
J. Olson
R. Robinson
T. Walton

Approved by the:

Community Education Committee
September 23, 1970

School of Education Curriculum Committee
September 25, 1970

School of Education Faculty
September 30, 1970

University of Wisconsin-Milwaukee Course and Curriculum Committee
October 9, 1970
1. DESCRIPTION

1.1 Exact Designation: Bachelor of Science in Community Education

1.2 Department/Unit: An interdepartmental major offered in the School of Education

2. MISSION

2.1 Relationship to Campus Mission and Academic Plan: The program relates directly to the urban mission of the University. However, it is not reported on the current academic plan of the University. It is a direct response to real needs discovered through the involvement of the School of Education in problems of urban education. After working intensively in the community for two years, primarily through cooperative projects with the Milwaukee Public School System, the School of Education faculty and staff recognized increasingly that education of children in urban communities involves a broad range of experiences which take place at home and on the streets, as well as in school. Consequently, this program has been developed to provide a new training model which can produce educators able to utilize and integrate the full educational resources of urban communities.

2.2 Closely-Related Programs and Areas of Strength: The Community Education Program is a departure from the School of Education's present undergraduate program offerings, all of which lead to state certification for school-related personnel. Though there are no closely related degree programs presently being offered, the School does possess certain strengths and capabilities which will be utilized in the new program. Faculty members who have worked in urban education programs such as Head Start Leadership Training, Head Start Supplementary Training, High School Equivalency Program, High Impact Teams, Adult Basic Education, Teacher Corps, and Volunteers in Service to America, have had valuable experience with students similar to Community Education students in that their professional aspirations do not include traditional school teaching.

Furthermore, the faculty of the School of Education has been involved in educational programs cooperatively designed with community organizations such as the Switchboard, Transitional Education, and the Council for Education of Latin Americans. Through all these community experiences, faculty members have learned how to apply their professional skills to the needs of specific urban environments. Such abilities and interests will be valuable contributions to the Community Education Program.
3. NEED

3.1 Similar Programs Elsewhere in Wisconsin: There are no similar programs in the state.

3.2 Statewide and Institutional Service Area Need: Although Milwaukee is the largest urban community in the state, preliminary discussions with other urban communities such as Racine and Green Bay indicate that a graduate of the proposed Community Education Program would be a valuable asset to their present educational activities. These growing urban communities look to Milwaukee and to the University for personnel capable of dealing with the educational problems unique to their communities.

The immediate service area of the University is the metropolitan Milwaukee area; supporting evidence of need is presented in Section 3.3.

3.3 Outside Interest in Program: Appendix A contains letters of interest and support for development of this program from community groups, other educational institutions and state and federal agencies.

3.4 Other Needs: Other needs which support the development of the B.S. Program in Community Education include the need for the School of Education to offer a full program in urban education. As a complement to the present M.S. and Ph.D. programs in urban education, the B.S. in Community Education will develop explicit skills at the undergraduate level for community leaders who are already active in community education programs, and who have a comprehensive, integrated view of the educational resources in the community.

A second justification for development of this program is the need in urban communities for people who know how to use change skills both within and outside existing institutions. The total community educates its members not only in schools, but also at home, in the streets, and through contact with other institutions not commonly perceived as educational. Community educators possessing change-agent skills can assist existing institutions in modifying their programs to make them more responsive to community needs, and can participate in the development of new integrative educational models which make the education taking place in the community both conscious and positive. The B.S. in Community Education will provide graduates with the skills needed to diagnose the total educational effect of the community and its institutions upon children, and to devise strategies for reorganizing resources and systems to benefit those children. Urban communities see such change as desirable (see Section 3.3), but presently lack the skills necessary to effect such change.

Another area in which there is a need for trained community educators is in federally funded cooperative programs between the School of Education and the Milwaukee Public School System, such as Trainers of Teacher Trainers and Project HIT. Project staff requirements include a person who is familiar with community needs and priorities and who is able to translate this knowledge into educational programs.
4. STUDENTS

4.1 Attraction Goal: The program will provide a new option for students currently enrolled in UWM as well as attracting new students whose interest in the University will be specifically to pursue the B.S. in Community Education. The program is designed to provide a new set of skills for individuals already functioning as leaders in their own communities. Admission to the program will require that applicants who ordinarily will be young people from 19-28 years of age, already be familiar with their community, be involved in existing programs in the community, have demonstrated leadership abilities, and be committed to dealing with social problems through effecting positive changes in explicit and implicit educational programs. Students enrolled in the program will constitute a diverse group, reflecting a variety of community perspectives and interests.

4.2 Enrollment Statistics: Student interest in the B.S. in Community Education is indicated by the fact that during the last two years approximately 100 special students such as those involved in the New Careers Program have enrolled in one or more courses in the School of Education in order to acquire some of the skills which will be included in the new program. There is presently no comprehensive program for such students to enable them to acquire the skills needed by a community educator in a systematic, coordinated manner.

4.3 Anticipated Enrollment: (Table 1)

**First Four Years - B.S. in Community Education**

<table>
<thead>
<tr>
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<th>Sophomore</th>
<th>Junior</th>
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<tr>
<td>1974</td>
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5. DEVELOPMENT

5.1 Course Listing: Courses in Community Education will fall into four broad categories. First, students will take general education courses in the College of Letters and Science which are specially designed to meet the needs of community educators. Second, community education students will take courses which teach skills in their area of special interest, for example, early childhood education, adult basic education, and media utilization. Third, there will be courses designed to teach new integrative skills for community education students. These are: program development skills, training skills, and change process skills. Courses will be designed to accommodate the three skill areas, which are fully described in Section 5.2. Fourth, supervised field experiences constitute an integral part of the program. Table II illustrates the proposed 120 credit hour degree program.
(Table II)
Sample Four-Year Program

<table>
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<th>Integrative Liberal Studies</th>
<th>Electives for Area of Special Interest</th>
<th>Community Education Major</th>
<th>Supervised Field Work</th>
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<td>6</td>
<td>9</td>
<td>6</td>
<td>30</td>
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<td>24</td>
<td>36</td>
<td>24</td>
<td>120</td>
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</table>

5.2 Strengths/Unique features: The Community Education Program has several unique features. First, the integrated liberal studies will be designed in cooperation with the College of Letters and Science in order to permit a liberal arts professor and a small group of students to share common experiences in the community. The professor’s responsibility will be to bring to bear upon real problems in the community the relevant information from his own discipline, so that students can learn how to apply the insights and methods of a variety of liberal arts fields to community needs. The students in the Community Education Program will draw upon the skills inherent in the various liberal arts disciplines to assist them in solving unique educational problems in their communities.

A second unique feature is that each community education student will select an area of special interest which he will pursue throughout his program. In most cases, the area of special interest will be closely related to the community activities in which the student was engaged prior to his matriculation in the University. For example, students involved in day care programs would continue to receive instruction in the area of early childhood education, learning theory, and child development, in order to increase their level of competence in their chosen field of interest. Another student with interest in adult education would be provided with educational experiences to increase his competence in that area. In general, existing courses already provided within the School of Education departments will be utilized so that each student increases his skills in his specific area of interest and so that each department in the School of Education will have a continuing relationship with the Community Education Program.

A third unique feature of the Community Education Program is supervised field experiences, a major component of the course of study. Students will participate in educational activities in the community, through which they will develop their natural leadership potential and increase the educational skills which they can apply to community problems.
The fourth unique and most important feature is the Community Education major consisting of courses designed to teach skills in the following three areas: program development, training process, and change process.

Program Development Skills

Program development skills, in which the community educator will require knowledge, fall into three areas: (i) the assessment of program needs, (ii) the process of program development, and (iii) the evaluation of program progress. Some of the specific competencies which will be developed in these three areas are outlined below.

(i) Skills in assessment of needs

A - knowledge of community (and broader society)
  1 - awareness of resources available to get knowledge and skill in using these resources
  2 - skill in use of community survey procedures (and other methods of identifying community needs)
  3 - knowledge of broader social needs, pressures, etc.

B - knowledge of clients (and student learning and development in general)
  1 - knowledge of specific value systems and cultural patterns of students
  2 - general knowledge of developmental patterns of students
  3 - general knowledge of student learning processes
  4 - skill in identifying student interests, needs, etc. through use of interview, questionnaire, projective tests, etc.

C - knowledge of cultural goals
  1 - knowledge of areas of knowledge and skill that students will be expected to pursue
  2 - knowledge of how these areas have been dealt with by others
  3 - skill in conceptualizing and communicating these areas to community, fellow workers, students, etc.

(ii) Developmental process skills

A - diagnosis of needs
  1 - skill in techniques of assessing community, students, cultural areas
  2 - skill in developing a set of criteria for diagnosing discrepancies and projecting goals

B - formulation of objectives
  1 - skill in identifying objectives
  2 - skill in stating objectives in realizable terms (clear, concise, specific)
  3 - skill in involving other staff members in the definition and statement of objectives

C - selection and organization of content
1 - knowledge of materials, resources, media, patterns, etc. for content
2 - skill in constructing materials, identifying new resources, etc.
3 - skill in stating criteria which can be used for identifying content appropriate for objectives
4 - knowledge of scope and sequence, balance, continuity problems and needs for content

D - selection and organization of learning experiences
1 - skill in developing criteria for selecting and organizing learning experiences
2 - skill in helping staff apply criteria to the content and develop specific programs
3 - skill in helping staff state specific and clear instructional objectives
4 - skill in helping staff select and organize learning experiences
5 - skill in helping staff evaluate learning experiences

E - general program development strategies
1 - knowledge of and skill in how to proceed from master planning approach
2 - knowledge of and skill in how to proceed from in-service approach
3 - knowledge of and skill in supervisory approach
4 - knowledge of and skill in a reorganizing approach
5 - knowledge of and skill in using a research and experimentation approach

(III) Program progress evaluation skills

A - overall
1 - knowledge of and skill in identifying appropriate and utilizing general measures of evaluation (tests, etc.)
2 - knowledge of and skill in developing an appropriate evaluation design
3 - knowledge of and skill in the procedures of evaluation
4 - skill in communicating and developing the appropriate attitude toward evaluation to staff, students and community
5 - skill in tailoring evaluation to objectives rather than tailoring objectives to evaluation

specific
1 - ability to help staff use feedback techniques with students
2 - ability to help staff construct evaluation instruments
3 - ability to help staff use evaluation results productively

Training Process Skills

Community Education students, who have already demonstrated leadership skills prior to matriculating in the program, will be expected to plan, conduct, and evaluate programs upon completion of their studies in Community Education. These skills are essential since the student will be involved in establishing new and revising existing educational programs which respond positively to the needs of his community. In order to accomplish this objective, the student's
program will concentrate on the development of the following objectives:

(I) Establishing training objectives and goals for program
   A - determining realistic training objectives
   B - planning a logical sequence of steps to achieve objectives
   C - selecting materials to accomplish objectives

(II) Planning the training program
   A - identifying the behavioral objectives for trainees
   B - developing a systematic approach for explaining behavioral
       training objectives to trainees
   C - acquiring necessary instructional materials, facilities, and
       resources
   D - developing a training schedule
   E - estimating the number of trainees and grouping them for interest,
       ability and past experience in order to achieve specific results
   F - dividing tasks among participants
   G - organizing instructional materials in sequential and cumulative
       pattern

(III) Conducting the training program
   A - utilizing appropriate techniques such as team teaching, small
       group instruction and individualized instruction
   B - utilizing a variety of appropriate media to convey program
       concepts and skills
   C - modifying original program conceptions in light of on-going
       training experiences and incorporating constructive criticism
   D - establishing a teach-evaluate-reteach-evaluate cycle as a funda-
       mental training strategy
   E - utilizing interpersonal skills such as leading discussions,
       listening to complaints, solving problems.

(IV) Evaluating the training program
   A - establishing immediate and long range evaluation criteria
   B - determining indices of trainee success
   C - selecting appropriate instruments and procedures for measuring
       trainee success
   D - determining progress toward and achievement of program goals
       on a regular basis
   E - utilizing data-gathering skills in evaluating progress toward
       goals
   F - incorporating evaluation results into new and modified training
       programs.

Change Process Skills

Community educators are primarily concerned with assisting individuals and
institutions in responding to the community's total educational needs in
a constructive and cooperative manner. In order to be effective in assisting
those involved in the change process, as well as extending awareness of the
need for change, the community educator must possess the requisite skills.
These change process skills are an integral component of the proposed program. Initially, the community educator must (a) develop relationships with others, (b) acquire diagnostic skills for various assessment purposes, (c) elicit cooperative responses throughout the change process, (d) design and carry out evaluation of ongoing and completed changes, and finally, (e) acquire the skills involved in encouraging self-renewal within education programs operating in the community. The specific skills involved in achieving these performance capabilities are outlined below:

(I) Building a relationship

A - understanding his own motivation in seeing a need for change, and wanting to bring about a change.
B - understanding and working in terms of a philosophy and ethic of change
C - predicting the relation of one possible change to other possible changes, or to those that come later
D - determining the size, character, norms, structural make-up, leadership and reference groups of the group interested in change
E - determining the possible units of change: what seems to be needed, and what is possible
F - determining the barriers, resistance, and degree of readiness to change
G - determining the resources available for overcoming barriers and resistance
H - knowing how to determine his own strategic role in the light of the situation and his abilities
I - developing informal person to person contact

(II) Preparing for diagnosis

A - determining the level of motivation individuals and agencies have for the need for change
B - translating the need for change into a diagnosis which represents a set of concrete problems to be solved
C - determining the methods which those desiring change believe should be used to accomplish it
D - creating an awareness of the need for considering change and diagnosis
E - raising the level of aspiration for positive change and making aspirations realistic
F - understanding the individual's and agency's problem-solving processes
G - creating a perception of possible sources of assistance in accomplishing the proposed change
H - creating a feeling of responsibility to engage in change by active participation and involvement

(III) Acquiring relevant resources

A - determining and acquiring resources related to desired change
B - increasing the awareness and information on the range of alternative possibilities for change
C - acquiring information to judge and compare alternative solutions about the validity, reliability and effectiveness of the innovation as demonstrated in other settings
D - assessing the availability of resources to demonstrate the innovation in the community on an experimental or pilot basis
E - developing a plan to obtain information about the innovation for evaluation
F - acquiring information necessary for wide scale adoption of an innovation, e.g. initial installation and long-term costs and upkeep

(IV) Collaborating in diagnosis

A - developing reciprocal and collaborative relationships with other community agencies desiring change
B - collaboratively using diagnostic instruments appropriate to the problem: surveys, maps, observations, etc.
C - developing a willingness and ability to listen to new ideas
D - examining the relation of one change to other changes possible in a situation and helping those involved understand possible consequences
E - clarifying interrelationship of roles between those advocating a change and those involved in the change
F - valuing and dealing wisely with community's ideology, myths, traditions, values, norms.

(V) Choosing a solution

A - understanding and using techniques to arrive at a group decision
B - generating a range of possible solutions
C - analyzing the consequences of particular solutions
D - testing feasibility of a solution in terms of benefit, practicability and diffusability
E - adapting an innovation to the unique situation
F - creating a step by step plan for implementing an innovation
G - understanding the positive potential of conflict, crisis and challenge, when it occurs, in adopting a planned innovation

(VI) Gaining Acceptance (installation and diffusion)

A - assisting individuals to become familiar with the innovation, learn how to use it and come to accept it as a part of routine behavior
B - providing appropriate information to the social system to facilitate acceptance of the innovation
C - selecting appropriate communication media regarding the proposed change
D - providing support and encouragement when innovation is tried
E - understanding the role of innovators, resisters and leaders in the change process
F - changing implementation strategy when necessary to gain acceptance

(VII) Stabilizing the innovation and generating self-renewal
A. Providing for continuing reward and support for those involved in the change
B. Helping individuals or agencies to integrate the innovation into the system
C. Assisting in continuing evaluation of the innovation
D. Building into the educational programs continuing capability for adaptation of the innovation
E. Building into the community agency a capacity for self-renewal

The final unique characteristic of the Community Education Program is that it will incorporate a committee procedure for evaluating the skills already possessed by entering students, and for granting credit to qualified students for demonstrated competence in specific skill areas. A staff evaluator will travel on daily rounds in the community for two or three days with each student requesting exemption, in order to evaluate the student's skills. Subsequently, the student and his evaluator will report the results of this observation and critical evaluation to a Community Education faculty committee which will be responsible for certifying the granting of credit for demonstrated competence in specific skill areas.

6. FACULTY

6.1 Present Faculty for Program: Appendix B contains a list of present departmental faculty who will be involved with this new program.

6.2 Additional Faculty Required: Two new faculty members in Community Education will be required to initiate the program. One of these will be at the rank of associate professor and one will be at the rank of assistant professor.

6.3 Four Year Faculty Needs: During the first two years of the program, four new faculty members are needed to operate the program at an optimal level. It is estimated that two faculty at the associate professor level and two faculty at the assistant professor level will ensure a quality program.

It is estimated that two additional faculty will be needed for the second two years of the program - one at the assistant professor level, and one at the associate professor level.

7. SUPPORTING RESOURCES

7.1 Library Resources: Library services currently available and anticipated at UWM are sufficient for the undergraduate Community Education Program.

7.2 Special Resources: Special resources which are needed to support the B.S. program in Community Education include access to certain existing resources, as well as some special resources to meet unique needs of this program. Community Education students will have access to UWM media resources, including the campus radio station and the television production laboratory, which will play a major part in developing some of the identified skills. Also, these students will be, in most cases, young people with extremely limited financial resources. Since they will come from poor minority communities and,
moreover will have a strong commitment to remain involved with their communities they will require continuing financial support from existing sources, such as the work-study program. However, existing sources are usually overextended. Consequently, one unique requirement of this program, because of the special kind of students it will attract, is a continuing state-supported stipend for needy Community Education Students. This stipend is a supportive resource not currently being provided through existing channels and needs to be incorporated as an integral component of the proposed program.

8. FACILITIES

8.1 Required Facilities: No special facilities are needed for the B.S. Program in Community Education

8.2 Current Facilities: No special facilities are needed beyond ordinary classroom space for on-campus course work.
Appendix A

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

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<th>Institution</th>
<th>University of Wisconsin-Milwaukee</th>
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<td>Program</td>
<td>Community Education</td>
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<table>
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<th>Date</th>
<th>Degree</th>
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<tr>
<td>Supplies &amp; Services</td>
<td>$2,000</td>
<td>$1,000</td>
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<td>Movable Equipment</td>
<td>1,000</td>
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<tr>
<td>SUB TOTAL</td>
<td>$3,000</td>
<td>$2,000</td>
<td>$5,000</td>
<td>$4,000</td>
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<tr>
<td>GRAND TOTAL</td>
<td>$51,784</td>
<td>$50,088</td>
<td>$101,872</td>
<td>$51,000</td>
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Amount & Percentage of Total Anticipated from:

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<th></th>
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<tr>
<td>State Appropriations</td>
<td>$51,784</td>
<td>100</td>
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<td>60</td>
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<tr>
<td>Federal Funds</td>
<td>-</td>
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<td>$51,784</td>
<td>100</td>
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TOTAL                | $101,872       | 100             | $51,000                  | 100                      |
<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Appointment at UWM</th>
<th>Highest Degree</th>
<th>Date</th>
<th>Institution</th>
<th>Area of Expertise</th>
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<tbody>
<tr>
<td>Roland Calloway</td>
<td>Professor</td>
<td>1953</td>
<td>Ed.D.</td>
<td>1953</td>
<td>Bradley</td>
<td>Curriculum Development</td>
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<tr>
<td>Richard Cummings</td>
<td>Assoc. Prof.</td>
<td>1968</td>
<td>Ph.D.</td>
<td>1967</td>
<td>Stanford</td>
<td>Multicultural Education</td>
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<td>Gerald Gleason</td>
<td>Professor</td>
<td>1956</td>
<td>Ph.D.</td>
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<td>U.W.-Madison</td>
<td>Programmed Learning</td>
</tr>
<tr>
<td>Martin Haberman</td>
<td>Professor</td>
<td>1962</td>
<td>Ed.D.</td>
<td>1962</td>
<td>Columbia</td>
<td>Training Specialist</td>
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<tr>
<td>Herman Kluge</td>
<td>Professor</td>
<td>1959</td>
<td>M.A.</td>
<td>1945</td>
<td>New York U.</td>
<td>Recreation</td>
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<td>Richard Larson</td>
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<td>1967</td>
<td>Ph.D.</td>
<td>1968</td>
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<td>Inner City Education</td>
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<tr>
<td>James Macdonald</td>
<td>Professor</td>
<td>1959</td>
<td>Ph.D.</td>
<td>1956</td>
<td>U.W.-Madison</td>
<td>Curriculum Development</td>
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<tr>
<td>George Njuguna</td>
<td>Lecturer</td>
<td>1969</td>
<td>M.A.</td>
<td>1968</td>
<td>Case-Western</td>
<td>Community Relations</td>
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<tr>
<td>James Olson</td>
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<td>1960</td>
<td>Ed.D.</td>
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<td>U. of Illinois</td>
<td>Exceptional Education</td>
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<tr>
<td>Russell Robinson</td>
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<td>Ph.D.</td>
<td>1963</td>
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<td>Adult Education &amp; Leadership</td>
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<td>Tom Walton</td>
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<td>Ed.D.</td>
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<td>Michigan State</td>
<td>Educational Anthropology</td>
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<tr>
<td>Elizabeth Wheeler</td>
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<td>1959</td>
<td>Ph.D.</td>
<td>1965</td>
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<td>Early Childhood Education</td>
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<td>Kenneth Woldtke</td>
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<td>1970</td>
<td>Ph.D.</td>
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