

CEBS CURRICULUM COMMITTEE

3:00 pm – December 1, 2009

Dean's Conference Room

I. Approval of Minutes of the Called October 27, 2009 meeting and the November 3, 2009 meeting of the CEBS Curriculum Committee (These can be found on the CEBS Web Page under Current Events.)

II. New Business

From the Department of Educational Administration, Leadership and Research

1. Revise Course Title EDAD 588, School Business Management
2. Revise Course Title EDAD 677, School Law
3. Revise Course Title EDAD 683, Seminar in Curriculum Development
4. Revise Course Title EDAD 684, Instructional Leadership
5. Create a New Course EDAD 640, School Leadership
6. Create a New Course EDAD 641, Building Culture and Community
7. Create a New Course EDAD 642, Leveraging Community Systems and Resources
8. Create a New Course EDAD 643, Securing and Developing Staff
9. Create a New Course EDAD 644, Creating Organizational Structures and Operations
10. Create a New Course – EDAD 645, Practicing the Principalship
11. Revise a Program – 121, Instructional Leadership – School Principal, All Grades

III. Other Business

Proposal Date: 10/30/09

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Dr. William Schlinker; bud.schlinker@wku.edu; 745-4890

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDAD 588
- 1.2 Current course title: School Business Management
- 1.3 Credit hours: 3

2. Proposed course title: Allocation & Use of Resources

3. Proposed abbreviated course title: Allocation Use of Resources
(max. of 30 characters including spaces)

4. Rationale for the revision of course title: The EALR department feels that the content of this course is appropriate for teacher leaders as well as those who want to be school administrators. We feel that this title would be viewed as more appropriate to a teacher leader program. At the same time, we feel this title also fits with what is being taught in the present course.

5. Proposed term for implementation: Fall 2010

6. Dates of prior committee approvals:

Department of Educational Administration,
Leadership, and Research _____ 11/3/09 _____

CEBS Curriculum Committee _____

Professional Education Council (if applicable) _____

General Education Committee (if applicable) _____

Graduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 10/30/09

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Dr. William Schlinker; bud.schlinker@wku.edu; 745-4890

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDAD 677
- 1.2 Current course title: School Law
- 1.3 Credit hours: 3

2. Proposed course title: Legal Issues for Professional Educators

3. Proposed abbreviated course title: Legal Issues Prof Educators
(max. of 30 characters including spaces)

4. Rationale for the revision of course title: The EALR department feels that the content of this course is appropriate for teacher leaders as well as those who want to be school administrators. We feel that this title would be viewed as more appropriate to a teacher leader program. At the same time, we feel this title also fits with what is being taught in the present course.

5. Proposed term for implementation: Fall 2010

6. Dates of prior committee approvals:

Department of Educational Administration,
Leadership, and Research _____ 11/3/09 _____

CEBS Curriculum Committee _____

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University Senate _____

Attachment: Course Inventory Form

Proposal Date: 10/30/09

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Revise Course Title
(Consent Item)

Contact Person: Dr. William Schlinker; bud.schlinker@wku.edu; 745-4890

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDAD 683
- 1.2 Current course title: Seminar in Curriculum Development
- 1.3 Credit hours: 3

2. Proposed course title: Leading teaching and Learning

3. Proposed abbreviated course title:
(max. of 30 characters including spaces)

4. Rationale for the revision of course title: The EALR department feels that the content of this course is appropriate for teacher leaders as well as those who want to be school administrators. We feel that this title would be viewed as more appropriate to a teacher leader program. At the same time, we feel this title also fits with what is being taught in the present course.

5. Proposed term for implementation: Fall 2010

6. Dates of prior committee approvals:

Department of Educational Administration,
Leadership, and Research _____ 11/3/09 _____

CEBS Curriculum Committee _____

Professional Education Council (if applicable) _____

General Education Committee (if applicable) _____

Graduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 10/30/09

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Dr. William Schlinker; bud.schlinker@wku.edu; 745-4890

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: EDAD 684
 - 1.2 Current course title: Instructional Leadership
 - 1.3 Credit hours: 3

- 2. Proposed course title:** Assessing the Instructional Program and Monitoring Student Performance

- 3. Proposed abbreviated course title:** Assess Instr Prg Monitor St Perf
(max. of 30 characters including spaces)

- 4. Rationale for the revision of course title:** The EALR department feels that the content of this course is appropriate for teacher leaders as well as those who want to be school administrators. We feel that this title would be viewed as more appropriate to a teacher leader program. At the same time, we feel this title also fits with what is being taught in the present course.

- 5. Proposed term for implementation:** Fall 2010

- 6. Dates of prior committee approvals:**

Department of Educational Administration, Leadership, and Research	_____11/3/09_____
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Graduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Dr. Ric Keaster e-mail: ric.keaster@wku.edu Phone: 745-7088

1. Identification of proposed course

- 1.1 Prefix and number: EDAD 640
- 1.2 Title: Introduction to School Leadership
- 1.3 Abbreviated title: Intro. to School Leadership
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C – Lecture/Lab
- 1.6 Prerequisites: Completion of a master’s degree in education-related area and admission to the Instructional Leadership – School Principal, All Grades program.
- 1.7 Catalog course listing: Survey course designed to provide a foundation in the concepts of school leadership, especially as they relate to the role of administrators in P-12 settings. Field work consistent with the role of the school principal is required.

2. Rationale

- 2.1 Reason for Developing the Proposed Course: The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. All candidates admitted under the current program must complete the program by January 31, 2014. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. Among other things, those requirements include documenting candidate performance using “Dispositions, Dimensions, and Functions for School Leaders.” This is a new leadership continuum document that provides the basis for developing a new core curriculum. The Dimensions serve as new program standards. New courses that specifically address the new standards must be co-designed by university and local school district personnel. There are four courses that function as prerequisites to the proposed course: EDAD 588 School Business Management, EDAD 677 School Law, EDAD 683 Seminar in Curriculum Development, and EDAD 684 Instructional Leadership. These courses provide the students with a foundation in various aspects of school business finance and administration, school law, curriculum development, and strategies for supervising and improving instruction within schools. This proposed

course will then introduce the students to more general concepts of school and organizational leadership, provide them with personal assessments for diagnosis purposes, discuss various skills/abilities/dispositions required for educational administrators, and convey the state and national context for effective school leadership.

- 2.2 Projected enrollment in the proposed course: Students will progress through the program in cohorts. Each cohort will consist of approximately 25 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This will be the first of six required leadership courses that will be taken by all students seeking certification in this area. The proposed course is similar to the existing course, EDAD 585, Fundamentals of Leadership, but will require a significant amount of mentored fieldwork related to the role of the school principal, which the current course does not.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are master's level courses in other departments that address leadership but none with a specific emphasis on the role of the school principal. Below are some examples:

TCHL 510	TEACHER LEADERSHIP	3 HOURS
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Survey course designed to provide a foundation in the concepts of leadership, especially as they relate to the role of Teacher Leader in P-12 settings.

MGT 518	MANAGEMENT SCIENCE	3 HOURS
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Prerequisites: MATH 116, and ECON 206 or equivalents. Quantitative techniques as an aid to decision making. Decision theory, linear programming, queuing theory, and probabilistic models.

HCA 555	H/C PREPAREDNESS and LEADERSHIP	3 HOURS
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Prerequisite: HCA 540. Disaster planning, Bioterrorism, other weapons of mass destruction, events, emergency response systems management, federal, state, and local coordinating activities, leadership principles, leadership complexities regarding healthcare professionals, and ethical dilemmas in critical leadership scenarios will be discussed.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
This course has some similarities to courses offered in educational administration programs at other institutions including some of the following examples from WKU benchmark institutions:

Louisiana State University

HRE 3723 – Leadership Concepts and Principles - This course is a survey course of leadership theory, concepts and research. Emphasis will be on understanding the foundational concepts of modern leadership.

University of Kentucky

EDA 701 – Leadership in Educational Organizations - A study of leadership with particular emphasis on understanding the nature, defining characteristics, responsibilities, contextual determinants, and importance of leadership within educational organizations.

Ball State University

EDAD 600 Introduction to Educational Leadership - Examines purposes and organizational structures of educational institutions created by federal, state, and local governments offering programs and services from early childhood through adulthood. Contemporary operational and administrative problems, developing trends, etc., are considered for analysis.

California State University – Chico

EDAD 612 School Leadership - Role expectations of the principal from several reference groups are explored. Included are program development, staff and curriculum development and supervision, community relationships and responsibilities, legal aspects, budget and finance, vocational and adult education. Opportunities for students to test their administrative decision making in simulated situations are provided.

California State University – Fresno

EAD 281 Transformational Leadership. Organizational development to include interventions for restructuring, including site-based management, strategic planning, and team building aimed at transforming schools into world-class operations.

Indiana State University

ELAF 681 The School Principal: Leadership for Changing Schools. Role of the school administrator as it is concerned with instructional staff and programs, educational vision and values, diverse student needs, team leadership, continuous school improvement, change, and the effective leadership and management of the school setting.

Youngstown State University

EDAD 6931 Leadership in Educational Organizations: Theory to Best Practices -

Significant theories, research, and professional practices in the leadership of schools and school systems. Detailed analysis of primary sources and application of sources to reflection on issues and problems of administrative practice.

3. Discussion of proposed course

3.1 Course objectives: At the completion of the course, students will be able to:

- demonstrate an understanding of the multiple definitions of leadership and its importance for quality schools
- discuss the difference between leadership and management and how those functions get carried out within educational settings
- demonstrate an understanding of the ISLLC Standards and how they relate to school leadership
- identify the various entities (and their functions) within the state that influence schools and school leadership (i.e., KDE, EPSB, SISI, CSIP, etc.)
- demonstrate skills at handling the day-to-day issues that confront school administrators
- demonstrate an awareness of their own strengths and areas for improvement in the area of leadership
- discuss different theories about organizational behavior, motivating faculty and students, and leadership in general
- demonstrate effective communication skills
- demonstrate effective conflict resolution skills
- lead a group through problem-solving, decision-making processes
- help facilitate others in organizational improvement processes (i.e., effective change efforts)
- use self-reflection as a vehicle for all improvement efforts, both personal and organizational

3.2 Content outline:

- Definitions and beliefs about leadership
- Relationship between leadership and management
- ISLLC Standards
- State departments and their influences on schools
- The fragmented life of an administrator (in-baskets)
- Self-assessments – leadership styles, dispositions, etc.
- Overview of leadership and motivational theories
- Interpersonal communication for school leaders
- Conflict management skills for school leaders
- Group processes involving school personnel
- Problem solving and decision making in school leadership settings
- School leaders' facilitation of change
- Strategies for addressing resistance to change in school settings

3.3 Student expectations and requirements: Students will be expected to read a variety of assigned materials (journals, Internet sources, and texts) and be prepared to discuss these in class. Students will be given assignments that will require them to gather data, research topics, lead presentations, and participate in simulations to apply knowledge and skills learned. Assessment will potentially include projects (individual or group), examinations, and research papers. Students will be required to complete a significant amount of mentored fieldwork related to activities appropriate to this course.

3.4 Tentative texts and course materials:
Lunenburg, F. C., & Ornstein, A. C. (2008). *Educational administration: Concepts and practices*. Belmont, CA: Thompson/Wadsworth.
Supplemental materials that focus on the “Skills of Leadership”

4. Resources

- 4.1 Library resources: There will be no need for additional library resources.
- 4.2 Computer resources: There will be no need for additional computer resources.

5. Budget implications

- 5.1 Proposed method of staffing: Current faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Department of Educational Administration, Leadership, and Research	_____10/28/09_____
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Bibliography

- Barth, R. (1990). *Improving schools from within: Teachers, parents, and principals can make a difference*. San Francisco: Jossey-Bass.
- Beckner, W. (2004). *Ethics for educational leaders*. Boston: Allyn & Bacon.
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- Bolman, L., & Deal, T. (1997). *Reframing organizations*. San Francisco: Jossey-Bass.
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- Deal, T. E., & Peterson, K. D. (1999). *Shaping school culture: The heart of leadership*. San Francisco: Jossey Bass.
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- Hodge, B. J., Anthony, W. P., & Gales, L. M. (2003). *Organization theory: A strategic approach*. (6th ed.) Upper Saddle River, N.J.: Prentice Hall.
- Jones, G. (2007). *Organizational theory, design, and change*. (5th ed.) Upper Saddle River, N.J.: Pearson.
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- Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Pryor, B., & Pryor, C. (2005). *The school leader's guide to understanding attitude and influencing behavior: Working with teachers, parents, students and the community*. Thousand Oaks, CA: Corwin Press.
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- Schlechty, P. C. (1990). *Schools for the 21st century*. San Francisco: Jossey-Bass.
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- Senge, P. (2000). *Schools that learn : A Fifth Discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Doubleday.
- Sergiovanni, T. (2001). *Leadership: What's in it for schools?* New York: Routledge-Falmer Press.
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College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Dr. Christopher R. Wagner; christopher.wagner@wku.edu; 745-4951

1. Identification of proposed course:

- 1.1 Course prefix and number: EDAD 641
- 1.2 Course title: Building Culture and Community
- 1.3 Abbreviated title: Building Culture & Community
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C – Lecture/Lab
- 1.6 Prerequisite: EDAD 640
- 1.7 Course catalog listing: Practical application of established tools for assessing and improving a school's culture and community with an emphasis on ethical leader behaviors. Field work consistent with the role of the school principal is required.

2. Rationale:

- 2.1 Reason for Developing the Proposed Course: The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. All candidates admitted under the current program must complete the program by January 31, 2014. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. Among other things, those requirements include documenting candidate performance using “Dispositions, Dimensions, and Functions for School Leaders.” This is a new leadership continuum document that provides the basis for developing a new core curriculum. The Dimensions serve as new program standards. New courses that specifically address the new standards must be co-designed by university and local school district personnel. Aspiring school leaders will benefit from the content of this course, as they must understand the importance of the need to develop strategies to create a culture for a purposeful and robust professional learning community that ultimately impacts teaching and learning. This course will specifically address the impact on student learning and school performance of: School culture, professional and student learning communities, and professional ethics of school leaders.
- 2.2 Projected enrollment in the proposed course: 25 students per offering. Students will progress through the program in cohorts. Each cohort will consist of approximately 25 students.

- 2.3 Relationship of the proposed course to courses now offered by the department: This is the second of six new, required core leadership courses taken by all members of each cohort. In the current program there is not a specific course that addresses the impact of community and culture on school leadership. Some courses in the current program, such as EDAD 682 School-Community Relations address the importance of various topics to be addressed in this course but not to the depth and breadth that will be required by the new leadership standards. In addition courses in the current program will not be offered after the program is eliminated.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments on campus do not offer a similar graduate course in terms of content. However, there are other courses that include content tangentially related to the proposed course. CNS 555 Social and Cultural Diversity is focused on multicultural educational issues; SWRK 501 Cultural Competency in Social Work also focuses on multicultural topics; SOCL 542 Community focuses on ecological and social concepts of the community and its structure and function; TCHL 544 Equitable School and Community Partnerships focuses on building partnerships to improve teacher efficacy; and IED 703 Equity Pedagogy and Issues of Diversity. The proposed course differs from these courses since it applies specifically to administration of the P-12 school.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course has some similarities to courses offered in educational administration programs at other institutions including the following examples from WKU benchmark institutions:

California State University – Chico

EDAD 615 Field-Based Accountability: Managing for Learning. Field-based course provides candidates in school leadership a practical and conceptual understanding of educational accountability in regional schools. Candidates engage in work in school and district efforts to become more accountable to democratic principles, local community priorities, and state and federal student achievement mandates. In addition to analyzing and understanding efforts to increase accountability, candidates propose improvements to an existing field-based accountability system. Problems of high stakes [assessment], ethics, equity, adequacy, intended and unintended consequences are related to school improvement and successful school leadership for democracy.

Eastern Michigan University

EDLD 509. Educational Leadership in a Pluralistic Society. Analysis of the educational administration issues presented in culturally pluralistic educational environments. Examination of sociopolitical context of schools, impact of dominant and subordinate groups, and leadership challenges involved in striving for school success for all.

Florida Atlantic University

EDA 6300. School Community Leadership. Identification and utilization of community resources and the creation of partnerships, community linkages, and collaborative efforts to provide for the educational, cultural, health, lifelong learning, and vocational needs of students and citizens in a community.

EDA 7106. Leadership V: Reframing Educational Organizations. Focus on structural, human resource, political, and symbolic dynamics of organizational life and the skills necessary to develop learning organization. Provides understanding of: (1) organizational models, (2) use of organizational structures and behavior, and (3) change models and processes.

Missouri State University

EAD 657. The Administration of Instructional Programs. An analysis of instructional programs and the role of the school administrator in developing learner-centered school cultures and supporting research-based instruction.

University of Central Missouri

EDAD 5150. Ethics in Leadership. Advanced study in ethical systems of decision-making in educational leadership through philosophic/social theories and case studies.

EDAD 5770. Instructional Leadership and School Improvement. Focus on the leader's role in creating a positive learning climate that maximizes teacher and student performance.

3. Discussion of proposed course:

- 3.1 Course objectives: At the conclusion of the course students will be able to:
- Explain the importance of diversity in the development and implementation of curriculum.
 - Develop and use strategies to reinforce norms of behavior within a school culture conducive to student learning and achievement.
 - Utilize strategies to promote effective change.
 - Identify, assess, and improve the elements that impact formal and informal school culture structures.
 - Collect and use data to influence and inform school culture.
 - Foster active partnerships with individuals, families, and communities for maximizing school success.
 - Understand the value all individuals in the learning community.
 - Use leadership skills to influence and enhance student learning.
 - Create and sustain a school-wide learning environment based on a shared sense of community and cooperation.
 - Employ the characteristics of professional learning communities that focus on student learning and achievement.

- Foster individual and collective accountability among staff members to improve student learning and achievement.
- Model beliefs, ideals, and professional ethics conducive to student learning and achievement.
- Commit to value, and embrace principles of equity and diversity.
- Understand the roles and responsibilities of all school administrative, departmental and support staff, leadership teams, committees, and the school-based council.
- Model a personal and professional code of ethics.
- Develop and support Professional Learning Communities.

3.2 Content outline: Topics will include the following:

- Relationship of demographics/diversity to curriculum development and implementation.
- Impact of culture behaviors on student learning and achievement.
- Models for effective change.
- School culture assessment tools.
- Collection and use of school culture data.
- Partnerships with learning community stakeholders.
- Ethical leadership.
- Participatory/collaborative decision-making.
- Diverse values and opinions.
- Strategies related to higher levels of student learning and achievement.
- Individual and collective accountability.
- Impact of leader beliefs, ideals, and ethics on student learning.
- Equity and diversity.
- Building leader roles and responsibilities
- Personal and professional code of ethics.
- Professional Learning Communities and team-building.

3.3 Student expectations and requirements: Students will be expected to read a variety of assigned materials (journals, Internet sources, and texts) and be prepared to discuss these in class. Students will be given assignments that will require them to gather data, research topics, lead presentations, and participate in simulations to apply knowledge and skills learned. Assessment will potentially include projects (individual or group), examinations, and research papers. Students will be required to complete a significant amount of mentored fieldwork related to activities appropriate to this course.

3.4 Tentative texts and course materials:

Deal, T., & Peterson, K. (2003). *Shaping school culture: The heart of leadership*. San Francisco, CA: Jossey-Bass, Inc.

Phillips, G., & Wagner, C. (2003). *School culture assessment: A manual for*

assessing and transforming school-classroom culture. Vancouver, BC: Agent 5 Design.

Kentucky Education Professional Standards Board. (1992). *Professional code of ethics for Kentucky certified school personnel*. Kentucky Revised Statute 161.028.

4. Resources:

- 4.1 Library resources: Additional library resources will not be needed.
- 4.2 Computer resources: Additional computer resources will not be needed.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Department of Educational Administration, Leadership, and Research	_____10/28/09_____
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

Barth, R. S. (1990). *Improving schools from within: Teachers, parents, and principals can make the difference*. San Francisco: Jossey-Bass.

- Beaudoin, M., & Taylor, M. E. (2004). *Creating a positive school culture: How principals and teachers can solve problems together*. Thousand Oaks, CA: Corwin Press. Eye on Education.
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Journals

Educational Administrative Quarterly

Educational Leadership

Journal of Education Research

Journal of School Leadership

Journal of Staff Development

NASSP Bulletin

Phi Delta Kappan

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Dr. William Schlinker, bud.schlinker@wku.edu, 745-6039

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDAD 642
- 1.2 Course title: Leveraging Community Systems and Resources
- 1.3 Abbreviated title: Leveraging Comm Sys & Resrces
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C – Lecture/Lab
- 1.6 Prerequisite: EDAD 641
- 1.7 Course catalog listing: Utilization of state, national, and local resources and the creation of collaborative community support and involvement, to provide for the educational needs of students. Field work consistent with the role of the school principal is required.

2. Rationale:

- 2.1 Reason for Developing the Proposed Course: The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. All candidates admitted under the current program must complete the program by January 31, 2014. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. Among other things, those requirements include documenting candidate performance using “Dispositions, Dimensions, and Functions for School Leaders.” This is a new leadership continuum document that provides the basis for developing a new core curriculum. The Dimensions serve as new program standards. New courses that specifically address the new standards must be co-designed by university and local school district personnel. This course will assist candidates in developing awareness of and confidence in using resources as a planned and significant aspect of learning. The course will specifically address school principal leadership skills necessary to forecast and shift resources to programs and to combine school and district academic programs (i.e., auxiliary & regular) with family and community involvement to support and enhance professional practice and student learning.

- 2.2 Projected enrollment in the proposed course: 25 students per offering. Students will progress through the program in cohorts. Each cohort will consist of approximately 25 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is the third of six new, required core leadership courses taken by all members of each cohort. In the current program EDAD 682 School-Community Relations and EDAD 594 Seminar in Leadership: Auxiliary Programs address some but not all of the content of the proposed course and not to the extent which will be required by the new leadership standards. The major focus of EDAD 641 Leveraging Community Systems and Resources is the impact on schools of culture, learning communities, professional ethics and dispositions regarding equity and diversity. The proposed course will place a greater emphasis on the policy environment of the school, involving parents and community in providing services for all children and addressing the impact of diversity on education. In addition there will be more emphasis placed on the field-based application consistent with the role of the school principal.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments on campus do not offer a similar graduate course in terms of content. However, there are other courses that include content tangentially related to the proposed course. CNS 553 Communication Resources in CNS focuses on agencies with which those in helping fields should be familiar; COMM 565 Communication and Conflict focuses on communication as related to conflict in interpersonal group, organizational, and intercultural settings; EXED 532 Families Professionals, and Exceptionalities focuses on interpreting programs for individuals with disabilities to maximize family involvement; and SOCL 542 Community, focuses on ecological and social concepts of the community and its structure and function. The proposed course differs from these courses since it applies to administration of the P-12 school.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course has some similarities to courses offered in educational administration programs at other institutions including the following examples from WKU benchmark institutions:

California State University – Chico

EDAD 610 Communication Skills for School Administrators. Interpersonal communication is practiced, stressing the role of educational leader to improve knowledge and skills applicable to face-to-face communication; one's own unique style of communication, group and organizational factors which affect that communication.

Eastern Illinois University

EDA 5420 – School-Community Relations. Practices and procedures for developing and implementing an effective school-community relations program.

Attention is given to the roles of school district staff members in public relations and politics of education.

Eastern Michigan University

EDLD 513 – Community Education and Community Relations. An exploration of the basic principles and philosophy of community education, its current status and relationship to education and interpretation of the educational institution to a diverse community. Emphasis on promoting public confidence in schools via two-way communication and community involvement in schools.

Florida Atlantic University

EDA 6300: School Community Leadership. This course will address the identification and utilization of community resources and the creation of partnerships, community linkages, and collaborative efforts to provide for the educational, cultural, health, lifelong learning, and vocational needs of students and citizens in a community.

Indiana State University

ELAF 656 School and Community: Collaborating for Effective Schools. Practices and procedures that may be employed to develop mutual understanding between the citizens of a community and their public schools.

Missouri State University

EAD 764 School and Community Relations. An examination of the various strategies involved in establishing effective internal and external communications. The responsibilities of boards of education, administrative officials, staff personnel, students, and the community will be emphasized.

University of Central Missouri

EDAD 5760 School and Community Relations. Communication and related problems in education.

Youngstown State University

EDAD 6955 Marketing and Community Relationships. Stresses effective communication that supports the marketing of school purposes and programs. Leadership skills that build community support and recognize the value of message delivery to targeted audiences in the community will be related to the marketing of schools.

3. Discussion of proposed course:

3.1 Course objectives: Candidates will be able to:

- Apply strategies to build learning relationships with families.
- Develop and use strategies to build partnerships with community stakeholders.
- Use strategies to leverage multiple resources to improve student learning and achievement.

- Recognize and consider the prevailing values of the diverse community.
- Understand the importance of community stakeholder involvement in student learning and achievement.
- Assess family and community concerns, expectations and needs.
- Influence the community environment in which schools operate on behalf of all students and their families.
- Use effective dialogue with representatives of diverse community groups.
- Use the district protocol for assessing additional external resources.
- Allocate and integrate district resources available for addressing all student needs.
- Leverage district resources for school improvement.
- Monitor and evaluate district resources based on changing student needs.
- Operate within the political environment in which the school exists.
- Influence public policy to provide quality education for all students.

3.2 Content outline: Topics will include the following:

- Building relationships with families.
- Building partnerships with community groups.
- Accessing resources for improving student achievement.
- Importance of values in diverse communities.
- Involvement of external communities in schools.
- Assessing concerns, expectations and needs of families.
- Influence of schools on the community environment.
- Communicating with diverse populations.
- Accessing external resources.
- Utilizing district resources for all students.
- Utilizing district resources for school improvement.
- Understanding politics and schools.
- Influencing public policy to benefit all students.

3.3 Student expectations and requirements: Students will be expected to read a variety of assigned materials (journals, Internet sources, and texts) and be prepared to discuss these in class. Students will be given assignments that will require them to gather data, research topics, lead presentations, and participate in simulations to apply knowledge and skills learned. Assessment will potentially include projects (individual or group), examinations, and research papers. Students will be required to complete a significant amount of mentored fieldwork related to activities appropriate to this course.

3.4 Tentative texts and course materials:

Bagin, D., Gallagher, D. R., & Moore, E. H. (2008). *The school and community relations*. (9th ed.) Boston: Pearson.

Zepeda, S. J., & Langenbach, M. (1999). *Special programs in regular schools*:

Historical foundations, standards, and contemporary issues. Needham Heights, MA: Allyn & Bacon.

4. Resources:

- 4.1 Library resources: Additional library resources will not be needed.
- 4.2 Computer resources: Additional computer resources will not be needed.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Department of Educational Administration, Leadership, and Research	_____10/28/09_____
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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Journals

Educational Administrative Quarterly

Educational Leadership

Journal of Education Research

Journal of School Leadership

NASSP Bulletin

Public Opinion Quarterly

Phi Delta Kappan

Proposal Date: 10/20/09

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Dr. William Schlinker, bud.schlinker@wku.edu, 745-6039

1. Identification of proposed course:

- 1.1 Course prefix and number: EDAD 643
- 1.2 Course title: Securing and Developing Staff
- 1.3 Abbreviated title: Securing & Developing Staff
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C – Lecture/Lab
- 1.6 Prerequisite: EDAD 642
- 1.7 Course catalog listing: Human resources leadership for P-12 schools.
Emphasizes processes and procedures in the management of educational systems, including personnel development. Field work consistent with the role of the school principal is required.

2. Rationale:

- 2.1 Reason for Developing the Proposed Course: The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. All candidates admitted under the current program must complete the program by January 31, 2014. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. Among other things, those requirements include documenting candidate performance using “Dispositions, Dimensions, and Functions for School Leaders.” This is a new leadership continuum document that provides the basis for developing a new core curriculum. The Dimensions serve as new program standards. New courses that specifically address the new standards must be co-designed by university and local school district personnel. This course stresses for aspiring principals that functions such as staff selection, evaluation of personnel, conditions of work and environment, and professional development are interrelated processes that influence the culture of the learning environment. It is imperative that principals be able to develop support systems, including conferencing, mentoring, and coaching, to build relationships with staff that result in a learning environment that enhances student learning and that increases staff retention rates.

- 2.2 Projected enrollment in the proposed course: 25 students per offering. Students will progress through the program in cohorts. Each cohort will consist of approximately 25 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is the fourth of six new, required core leadership courses taken by all members of each cohort. In the current program EDAD 590 Administration of School Personnel provides a general working knowledge of the personnel function in educational settings. The proposed course will examine competencies related to effective school personnel administration and facilitation in a more comprehensive manner. Specific emphasis will be placed on the role of the principal in the professional development of school personnel. Also, although the current course requires only minor field work, the proposed course will require extensive work in the field consistent with the role of the principal.
- 2.4 Relationship of the proposed course to courses offered in other departments: Master's level courses in other departments offer content similar to the proposed course. BA 560 Human Resource Management focuses on current critical issues in human resource management; PSY 571 Personnel Psychology focuses on employee selection procedures, with emphasis on criterion and validity issues; and PSY 771 Human Resource Management for Organizational Leaders, focuses on leadership roles in managing human resources in organizations to achieve both individual and organizational objectives. The proposed course differs from these courses since it applies to administration of the P-12 school.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course has some similarities to courses offered in educational administration programs at other institutions including the following examples from Western Kentucky University benchmark institutions:

Ball State University

EDAD 630 Human Resource Development. Focuses on techniques used to maintain effective human relations and use of human resources. Staff evaluation systems, staffing projections, staff-related record management, benefit programs, etc. Emphasizes negotiations in the public sector and contract management.

California State University-Chico

EDAD 623 Leadership in Personnel Administration. Students will develop skills related to hiring, developing and evaluating credentialed and classified staff for effective schools. Topics such as professional development, legal issues in hiring, discipline and termination, and evaluation of the marginal employee will be included.

Eastern Illinois University

EDA 5870 Personnel Administration. Major areas included are recruitment, selection, and induction procedures; personnel compensation and evaluation programs, staff development techniques; and collective bargaining processes in education.

Eastern Michigan University

EDLD 617 Administering Human resources in Education. Development of an understanding of the issues, problems and practices involved in the administration of personnel programs in education. An in-depth exploration of the basic principles of staff administration and high-level morale.

Indiana State University

ELAF 751 Administration of School Personnel. A study of the policies and practices of personnel administration in schools. The role of the personnel administrator in organization manpower planning, compensation, recruitment, induction, appraisal, development, continuity, security, and standards are important features of this course.

Oakland University

EL 540 Educational Administration. Examines a common core of knowledge gained through study in selected areas of school administration. Prepares students to assume responsibility for school administration with appropriate skill in communication and management skills, evaluation and supervision of staff, respect and value of human diversity.

University of Northern Iowa

270:310 Human Resource Administration. Teacher selection and placement, promotion, tenure, collective bargaining and retirement; administration of pupil personnel facilitating services.

University of Tennessee

293: 548 Supervision and Personnel Administration. Basic supervisory and personnel concepts and related competencies at the micro-organizational level: interviewing, personnel planning, collecting and maintaining employee information, supervision of personnel. Performance appraisal and staff development.

3. Discussion of proposed course:

3.1 Course objectives: At the conclusion of the course students will be able to:

- Identify and assess the dispositions, content knowledge, and pedagogy of applicants
- Align the staff recruitment and selection process with the diversity needs of the school, and the school's mission, vision, and school improvement plan

- Apply legal requirements, state and district personnel policies and administrative procedures
- Evaluate staff performance and plan professional growth of staff
- Apply the Kentucky Teacher Standards and instructional best practices for personnel evaluation
- Use effective classroom observation techniques and teacher conferencing methods
- Collaboratively develop professional growth plans based on instructional needs
- Develop methods of open communication between staff and administrators
- Use motivational strategies to improve teacher performance
- Apply theories and research for effective professional development
- Demonstrate a commitment to learning

3.2 Content outline: Topics will include the following:

- Dispositions of educational leaders
- Staff recruitment and selection based on diversity needs
- Legal requirements relating to recruiting and selecting of staff
- Evaluation of staff
- Developing professional growth plans
- Personnel conferencing skills
- Communication methods
- Motivational theories/strategies
- Professional development plans
- Strategic planning for learning
- Standards and Indicators for School Improvement

3.3 Student expectations and requirements: Students will be expected to read a variety of assigned materials (journals, Internet sources, and texts) and be prepared to discuss these in class. Students will be given assignments that will require them to gather data, research topics, lead presentations, and participate in simulations to apply knowledge and skills learned. Assessment will potentially include projects (individual or group), examinations, and research papers. Students will be required to complete a significant amount of mentored fieldwork related to activities appropriate to this course.

3.4 Tentative texts and course materials:

Webb, L. D., & Norton, M. S. (2009). *Human resources administration: Personnel issues and needs in education*, (5th ed.). Columbus: Pearson.

Steyfarth, J. S. (2008). *Human resources leadership for effective schools*, (5th ed.). Boston: Allyn and Bacon.

4. Resources:

- 4.1 Library resources: Additional library resources will not be needed.
- 4.2 Computer resources: Additional computer resources will not be needed.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Department of Educational Administration, Leadership, and Research	_____10/28/09_____
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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Journals

Clearing House
Educational Administrative Quarterly
Educational Leadership
Human Resources Management
Journal of School Leadership
NASSP Bulletin
Personnel
Personnel Journal
Phi Delta Kappan

Proposal Date: 10/20/09

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Dr. Gayle Ecton e-mail: gayle.ecton@wku.edu Phone: 745-4890

1. Identification of proposed course

- 1.1 Course prefix and number: EDAD 644
- 1.2 Course title: Creating Organizational Structures and Operations
- 1.3 Abbreviated title: Org. Structures & Operations
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C – Lecture/Lab
- 1.6 Prerequisite: EDAD 643
- 1.7 Catalog course listing: Organizational leadership, procedures and structures for P-12 school improvement. Field work consistent with the role of the school principal is required.

2. Rationale

- 2.1 Reason for Developing the Proposed Course: The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. All candidates admitted under the current program must complete the program by January 31, 2014. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. Among other things, those requirements include documenting candidate performance using “Dispositions, Dimensions, and Functions for School Leaders.” This is a new leadership continuum document that provides the basis for developing a new core curriculum. The Dimensions serve as new program standards. New courses that specifically address the new standards must be co-designed by university and local school district personnel. This course is to provide students who are or aspire to be organizational leaders with the knowledge and skill to be able to design, change, and lead effective, high performing organizations. Leaders must understand systems thinking as related to student learning and achievement and the role share decision-making plays in school improvement planning. Further, it is important for every principal to understand the laws, regulations, and policies under which the school must function.

- 2.2 Projected enrollment in the proposed course: 25 students per offering. Students will progress through the program in cohorts. Each cohort will consist of approximately 25 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is the fifth of six new, required core leadership courses that will be taken by all members of each cohort. The existing program will be phased out and courses eliminated. In the current program there is a similar course, EDAD 696 Advanced Organizational Theory, a general survey course that focuses on theory and addresses how organizations are structured to achieve their goals. This proposed course will focus on developing and implementing an operational vision and mission, school improvement planning and implementation, designing organizational structures, and the legal framework within which a school operates. When the current program is phased out, EDAD 696 Advanced Organizational Theory will no longer exist.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are master's level courses in other departments (i.e., PSY 572 Organizational Psychology, BA 510 Organizational Theory) that address some but not all of the topics in the proposed course and not in the applied context of the P-12 school.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course has some similarities to courses offered in educational administration programs at other institutions including the following examples from WKU benchmark institutions:

Ball State University

EDAD 635 Educational Decision Making. Using real data to investigate and decide future direction leading to school improvement.

California State University – Chico

EDAD 622 Implementing Instructional Strategies at the School Site. Creating and maintaining schools which maximize student success.

California State University – Fresno

EAD 281 Transformational Leadership. Organizational development to include interventions for restructuring, including site-based management, strategic planning, and team building aimed at transforming schools into world-class operations.

Eastern Michigan University

EDLD 740 Organizational Theory. Various theories, approaches, and methods of organizing educational institutions. Concerned with design, purposes, processes, problems, and issues of organizational structuring and change. Examination of organizational environment and

informational organizations.

Indiana State University

ELAF 681 The School Principal: Leadership for Changing Schools. Role of the school administrator as it is concerned with instructional staff and programs, educational vision and values, diverse student needs, team leadership, continuous school improvement, change, and the effective leadership and management of the school setting.

Youngstown State University

7014 Systematic Use of Information for School Improvement.

Information systems concepts: analysis, design, implementation, and evaluation applied to individual, school, and program evaluation and improvement.

3. Discussion of proposed course

- 3.1 Course objectives: After completing the course, students will be able to:
- Demonstrate the importance of leading the development of a vision
 - Demonstrate effective selection of strategies in aligning resources, operational procedures, and organizational structures with the school vision and mission
 - Demonstrate how modeling values, beliefs, and attitudes is important to inspiring others to higher levels of performance
 - Demonstrate the application of systems thinking as related to student learning and achievement
 - Demonstrate the use of a data management system for monitoring school improvement planning and implementation
 - Demonstrate the role shared decision-making plays in school improvement planning including effective leadership skills for a shared decision-making environment
 - Demonstrate how to convene and lead teams in building a professional learning community
 - Demonstrate how to develop, implement, and monitor a school improvement plan aligned with data, policy, and regulation
 - Demonstrate the evaluation of school site professional development and determination of next steps
 - Demonstrate the application of appropriate problem-solving techniques for decision-making purposes
 - Demonstrate delegation of specific responsibilities and duties and how to communicate, lend guidance, and provide constructive feedback to those individuals through coaching
 - Demonstrate how basic management skills contribute to a learning environment that fosters student safety, learning, and achievement
 - Demonstrate appropriate application of the laws, regulations, and policies under which the school must function

- Utilize self-reflection of own leadership ability focusing on strengths discovered, lessons learned, and what to do differently in the future

3.2 Content outline: Topics will include the following:

- Vision and mission development
- Organizational alignment in support of vision and mission
- Modeling beliefs, values, and attitudes
- Systems and systems thinking
- Data collection and organization through well constructed template design
- Data analysis for decision-making
- Shared decision making and collaborative processes
- Convening and leading teams in building a professional learning community
- School improvement planning
- Development and use of monitoring tools
- Evaluating school site professional development
- Problem solving
- Delegation and coaching
- Management skills for creating an effective learning environment
- Appropriate application of relevant laws, regulations, and policies
- Self-reflection as a tool of personal assessment

3.3 Student expectations and requirements: Students will be expected to read a variety of assigned materials (journals, Internet sources, and texts) and be prepared to discuss these in class. Students will be given assignments that will require them to gather data, research topics, lead presentations, and participate in simulations to apply knowledge and skills learned. Assessment will potentially include projects (individual or group), examinations, and research papers. Students will be required to complete a significant amount of mentored fieldwork related to activities appropriate to this course.

3.4 Tentative texts and course materials:

Owens, R., & Valesky, T. (2007). *Organizational behavior in education: Adaptive leadership for school reform* (9th ed.). Boston: Pearson Education, Inc.

4. Resources

- 4.1 Library resources: There will be no need for additional library resources.
- 4.2 Computer resources: There will be no need for additional computer resources.

5. Budget implications

- 5.1 Proposed method of staffing: Current faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Department of Educational Administration, Leadership,
and Research _____ 10/28/09 _____

CEBS Curriculum Committee _____

Professional Education Council (if applicable) _____

Graduate Council _____

University Senate _____

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

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Journals

Educational Leadership

The School Administrator

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Dr. Christopher R. Wagner; christopher.wagner@wku.edu; 745-4951

1. Identification of proposed course:

- 1.1 Course prefix and number: EDAD 645
- 1.2 Course title: Practicing the Principalship
- 1.3 Abbreviated title: Practicing the Principalship
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C – Lecture/Lab
- 1.6 Prerequisite: EDAD 644
- 1.7 Course catalog listing: Capstone course emphasizing leading change, reflective practice, and transitioning into the principalship. Field work consistent with the role of the principal is required.

2. Rationale:

Reason for Developing the Proposed Course: The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. All candidates admitted under the current program must complete the program by January 31, 2014. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. Among other things, those requirements include documenting candidate performance using “Dispositions, Dimensions, and Functions for School Leaders.” This is a new leadership continuum document that provides the basis for developing a new core curriculum. The Dimensions serve as new program standards. New courses that specifically address the new standards must be co-designed by university and local school district personnel.

This course will examine the school principalship, one of the key leadership positions in education. Using research, theory from education and the social sciences, and knowledge based on effective practices, students will examine various aspects of the daily work of principals, the characteristics of effective schools, and leading school change and improvement. Special attention will be given to how principals lead, manage programs and shape school culture. While considerable attention will be given to the theoretical and conceptual issues related to the school principalship, these theories, concepts, models will be applied to the realities of successful, productive school leadership.

- 2.1 Projected enrollment in the proposed course: 25 students per offering. Students will progress through the program in cohorts. Each cohort will consist of approximately 25 students.
- 2.2 Relationship of the proposed course to courses now offered by the department: This is the final course of six new, required core leadership courses that will be taken by all members of each cohort. The current course EDAD 690 Principalship addresses some but not all of the proposed course content and not to the depth necessary to meet the new standards. For example the proposed course will have a much more extensive field work component than the current course and will be more comprehensive in pulling together leadership skills learned in other courses.
- 2.3 Relationship of the proposed course to courses offered in other departments: Other departments on campus do not offer a similar graduate course in terms of content.
- 2.4 Relationship of the proposed course to courses offered in other institutions: This course has some similarities to courses offered in educational administration programs at other institutions including the following examples from WKU benchmark institutions:

Ball State University

EDAD 610. Administration of the Elementary School. Review of the organizational structure of the federal, state, and local levels. Examination of current trends, operational methods, relationships, and goals of public education. Intensive treatment of the responsibilities of the elementary school administrator.

EDAD 620. Administration of the Secondary School. Review of the organizational structure of the federal, state, and local levels. Examination of current trends, operational methods, relationships, and goals of public education. Intensive treatment of the responsibilities of the secondary school administrator.

EDAD 689. The School Principal. Provides overview of this key position. Analyzes/investigates roles and functions of principalship. Emphasis on linking theory to practice, facilitating transition to leadership position, and development of appropriate skills and attitudes. Leadership and management will be addressed. Theoretical concepts and practical illustrations are used to expand insights into the issues facing the school principal.

California State University – Chico

EDAD 612. School Leadership. Role expectations of the principal from several reference groups are explored. Included are program development, staff and curriculum development and supervision, community relationships and responsibilities, legal aspects, budget and finance, vocational and adult education. Opportunities for students to test their administrative decision making in

simulated situations are provided.

EDAD 615. Field-Based Accountability: Managing for Learning. This field-based course provides candidates in school leadership a practical and conceptual understanding of educational accountability in regional schools. Candidates engage with current work in school and district efforts to become more accountable to democratic principles, local community priorities, and state and federal student achievement mandates. In addition to analyzing and understanding efforts to increase accountability, candidates propose improvements to an existing field-based accountability system. Problems of high-stakes [assessment], ethics, equity, adequacy, intended consequences are related to school improvement and successful school leadership for democracy.

Eastern Illinois University

EDA 5630. The Principalship. Develops interrelationship of pupils, staff and resources in the elementary school. Focus on the tasks performed and leadership skills needed.

Eastern Michigan University

EDLD 620. The Principalship. The examination of the role of a school principal in: a) improving curriculum and instruction; b) the establishment of effective operations in a school; and c) establishing avenues for change by an awareness of innovations, materials, technologies and research that are relevant for the elementary, middle and high schools.

Florida Atlantic University

EDA 7931. Leadership VI: Seminar in Leadership. Focus on mind-set and process skills used to lead organizations. Provides practitioners with skills to (1) envision the future; (2) be conservers of what is good; (3) find opportunities to respond to contextual demands; and (4) craft a vision.

Missouri State University

EAD 652. The Secondary School Principal. An examination of the leadership responsibilities of the secondary school principal. Instructional leadership, decision-making. Problem solving, effective schools correlates, the change process, school culture and school improvement concepts will be emphasized.

EAD 653. The Elementary School Principal. An examination of the leadership responsibilities of the elementary school principal. Instructional leadership, decision-making. Problem solving, effective schools correlates, the change process, school culture and school improvement concepts will be emphasized.

University of Central Missouri

EDAD 5420. Elementary School Administration. The organization, administration and problems relating to elementary school administration.

EDAD 5520. Secondary School Administration. The organization, administration and problems relating to secondary school administration.

3. Discussion of proposed course:

3.1 Course objectives: At the conclusion of the course students will be able to:

- Define and differentiate between leadership and management, supervision and evaluation
- Understand and apply various change models
- Understand and prepare for career transitions
- Understand professional ethics in leadership
- Understand the importance of planning to meet organizational needs
- Understand the importance of reflecting on professional leadership practices
- Understand the importance of building collaborative structures
- Understand the impact of diversity on leadership
- Understand the importance of treating all individuals with fairness, dignity and respect within the learning community
- Understand the importance of engaging all stakeholders
- Understand the proper use of resources in meeting stakeholder needs

3.2 Content outline: Topics will include the following:

- Leadership/management and supervision/evaluation
- Change models
- Professional career transitions
- Leadership and ethics
- Organizational planning
- Leadership reflection
- Professional collaboration
- Modeling diversity as a leader
- Ensuring equitable treatment of all
- Engaging all stakeholders
- Development and allocation of resources

3.3 Student expectations and requirements: Students will be expected to read a variety of assigned materials (journals, Internet sources, and texts) and be prepared to discuss these in class. Students will be given assignments that will require them to gather data, research topics, lead presentations, and participate in simulations to apply knowledge and skills learned. Assessment will potentially included projects (individual or group), examinations, and research papers. Students will be required to complete a significant amount of mentored fieldwork related to activities appropriate to this course.

3.4 Tentative texts and course materials:

Matthews, L. J. & Crow, G. M. (2010) *The principalship: New roles in a professional learning community*. Boston: Allyn and Bacon

4. Resources:

- 4.1 Library resources: Additional library resources will not be needed.
- 4.2 Computer resources: Additional computer resources will not be needed.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Department of Educational Administration, Leadership,
and Research _____10/28/09_____

CEBS Curriculum Committee _____

Professional Education Council (if applicable) _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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Journals

Educational Administrative Quarterly

Educational Leadership

Journal of Education Research

Journal of School Leadership

Journal of Staff Development

NASSP Bulletin

Phi Delta Kappan

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Revise A Program
(Action Item)

Contact Person: Dr. William Schlinker, bud.schlinker@wku.edu, 745-4890

- 1. Identification of program:**
 - 1.1 Current program reference number: 121
 - 1.2 Current program title: Instructional Leadership – School Principal, All Grades
 - 1.3 Credit hours: 36

- 2. Identification of the proposed program changes:**
 - Changes in admission requirements
 - Prerequisite changes
 - Level I core courses
 - Level II coursework

- 3. Detailed program description:**

Current Program	Proposed Program
<p>Admission Requirements:</p> <ol style="list-style-type: none"> 1. A Master’s Degree; 2. A GPA of 3.0 or higher on all graduate coursework; 3. An acceptable GRE (1250), or MAT (50th percentile), or NTE score of 646 on the <i>Communication Skills</i> and 643 on the <i>General Knowledge Battery</i>; 4. Three years of successful teaching experience; 5. Submission of the following to the department: <ul style="list-style-type: none"> • Educational Administration Application Form • Written personal statement • Three professional recommendations 	<p>Admission Requirements:</p> <ol style="list-style-type: none"> 1. A Master’s Degree; 2. Three years of documented teaching experience in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160; 3. A GPA of 3.0 or higher; 4. GRE: GAP 2200, Verbal, Quantitative, Analytical Writing 3.5 or better. Or MAT (50th percentile). Or NTE score of 646 on the <i>Communication Skills</i> and 643 on the <i>General Knowledge Battery</i>; 5. Complete a program admission packet requiring: <ul style="list-style-type: none"> • Letters of reference • Professional portfolio • Prerequisite course assessments • School district agreement of support; 6. Participate in an interview with district

<p>Prerequisites: A master's degree.</p> <p>Level I Coursework: 27 hours EDAD 585 Fundamentals of School Administration (3 hours) EDAD 588 School Business Management (3 hours) EDAD 594 Seminar Leadership: Auxiliary Programs (3 hours) EDAD 597 Problems in Educational Administration & Supervision (3 hours) EDAD 677 School Law (3 hours) EDAD 682 School Community Relations (3 hours) EDAD 683 Seminar in Curriculum Development (3 hours) EDAD 684 Instructional Leadership (3 hours) EDAD 690 Principalship (3 hours) Level II Coursework: 9 hours EDAD 590 Administration of School Personnel (3 hours) EDAD 694 Seminar in Educational Leadership (3 hours) EDAD 696 Advance Organizational Theory (3 hours)</p>	<p>practitioners and department faculty. <i>Specific details regarding admission requirements will be found on the department's Website, in the Graduate Catalog, and in the department's admission packet. The basis for this program revision is 16 KAR3:050 Instructional Leadership-School principal, All Grades.</i></p> <p>Prerequisites: 12 hours EDAD 588 Allocation and Use of Resources (3 hours) EDAD 677 Legal Issues for Professional Educators (3 hours) EDAD 683 Leading Teaching and Learning (3 hours) EDAD 684 Assessing the Instructional Program and Monitoring Student Performance (3 hours)</p> <p>Level I Coursework: Core Courses 18 hours EDAD 640 Introduction to School Leadership (3 hours) EDAD 641 Building Culture and Community (3 hours) EDAD 642 Leveraging Community Systems and Resources (3 hours) EDAD 643 Securing and Developing Staff (3 hours) EDAD 644 Creating Organizational Structures and Operations (3 hours) EDAD 645 Practicing the Principalship (3 hours)</p> <p>Level II Coursework: 12 hours EDAD 694 Seminar in Education Administration (6 hours) Advisor approved electives (6 hours)</p>
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4. Rationale for the proposed program change:

The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. Among other things, those requirements include documenting candidate performance using “Dispositions, Dimensions, and Functions for School Leaders.” This is a new leadership continuum document that provides the basis for the revised core curriculum. The Dimensions serve as new program standards. New courses that specifically address the new standards must be co-designed by university and local school district personnel. In addition, school districts must agree to support program candidates by providing them opportunities to participate in a variety of school leadership experiences.

5. Proposed term for implementation and special provisions (if applicable):

The revised program will be effective fall 2010. All students admitted under the current program must complete the program by January 31, 2014.

6. Dates of prior committee approvals:

Department of Educational Administration, Leadership, and Research	_____11-13-09_____
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Graduate Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form