

**KEENE STATE COLLEGE
2008-2009 ACADEMIC PROGRAM PROPOSAL**

DATE OF SUBMISSION: September 22, 2008

SPONSORING PROGRAM AND CHAIR: Education Department Dr. Dottie Bauer

PROPOSAL SPONSOR: DR. JOHN COUTURE

PROPOSED ACTION: Underline or bold face proposed changes.

Program addition

Change in requirements*

Program redesign

Program deletion

Other:

***Please note that changes pertaining to admission requirements for a major require approval of the Senate Academic Standards Committee.**

CURRENT PROGRAM:

Educational Leadership Option

36 credits (Meets New Hampshire Certification Competencies for Principal: Grades K-12)

School principals are leaders who function in many roles to meet the diverse needs of individuals and groups in an increasingly complex society and a rapidly evolving world. To lead effectively, school principals must be prepared with the knowledge, skills, and ethical understandings necessary to create an environment that promotes human potential in terms of learning and citizenship.

The literature defines leadership as a direction-setting task. People who lead engage in visioning, purposing, and agenda setting. At the core is the principal's role in the development of shared strategic visions for schools. Shared visions are the basis of a school's culture and values, which suggest that leaders are people who facilitate the development of shared visions and thus create desired changes in culture and values.

A developmental and ecological perspective provides the theoretical framework for the program. The overriding theme of leadership drives the vision of school principal preparation. The developmental framework focuses on the needs, tasks, and challenges of children, adolescents, and adults in the school setting. The ecological perspective prepares future principals to work effectively with those systems that comprise and have an interrelationship with schools. These systems include school, family, community, and state, national, and global organizations.

A multicultural perspective is expressed by the commitment to prepare principals who can work effectively with diverse populations of children, adolescents, and adults. This emphasis encompasses sensitivity to individuals in an organizational setting. School principals work with students, teachers, paraprofessionals, staff members, other professionals, parents, board

members, community members, and central office personnel in a variety of curricular and co-curricular planning and activities. Leadership, team building, and communication skills are crucial to working with all constituencies, including large groups, small groups, and individuals in conferencing.

An integral component of the program is the thorough development of each student's understanding of what makes organizations effective; motivation, human development, learning, and learning styles; and mediation and conflict resolution, oral and written communication, and delegation.

School principals must be models of and knowledgeable about ethical and legal standards and must be capable of applying those concepts in the complexities of a school setting. They must have knowledge of the legal and ethical parameters regarding confidentiality, personal and group safety, personal biases and limits, consultation with colleagues, and the need to refer an issue to another individual, central office, or outside agency.

Admission Criteria – Educational Leadership Option

Candidates for admission to the Educational Leadership Option must submit an Application for Graduate Study in Education, including required materials, to the KSC Admissions Office. For additional information, refer to the Graduate Application.

Educational Leadership Option Requirements (36 credits)

Introduction to Graduate Studies

5 credits

EDUC 601 Research Strategies in Education

EDUC 602 Students, Families, Schools, and Society (2 credits)

Educational Leadership Option (22 credits)

EDUCEL 610 Portfolio Development and Assessment (1 credit)

EDUCEL 621 Organizational Leadership

EDUCEL 622 School Effectiveness and Reform

EDUCEL 631 Staff Selection, Supervision and Evaluation

EDUC 641 School Law

EDUCEL 652 Budget and Facility Management

EDUCEL 697 Internship (fall)

EDUCEL 697 Internship (spring)

Graduate-Level Electives (6 credits)

Capstone Experience (3 credits)

EDUC 699 Capstone

PROPOSED PROGRAM:

Educational Leadership Option

36 credits (Meets New Hampshire Certification Competencies for Principal: Grades K-12)

Transformational School Leadership for the 21st Century

The Transformational School Leadership Option in the Master's Degree program and Post-Master's certification in education provide the candidate with the framework and expertise in the knowledge, skills and dispositions for powerful and effective school leadership for the 21st century. Through the perspectives of the conceptual framework of the Keene State College education program, candidates for the Transformational School Leadership Program will:

- § Explore the dynamic nature of the teaching and learning process
- § Demonstrate professional and ethical behaviors that meet high expectations and standards
- § Understand the world from multiple perspectives
- § Contribute to a just and equitable world

The Transformational School Leadership program is:

Rigorous-The program is based upon the Educational Leadership Constituent Council Standards (ELCC) which are the national standards for school leadership.

Integrative-The program scaffolds candidate learning by weaving content, skills and dispositions into each course, professional conversation and educational activity. Educational theory is closely applied to educational practice.

Generative-The program empowers the candidate to construct new knowledge in the philosophy, skill and practice of school leadership.

Hopeful-Candidates, KSC faculty and candidate mentors work together to develop and sustain educational processes and products which motivate all members of the school community to be successful learners.

Transparent-The candidates, KSC faculty and candidate mentors will be able to articulate mission, vision, effective learning and assessment practices, standards-based curriculum, data-driven decision-making and appropriate use of technology for the new century.

School principals are leaders who function in many roles to meet the diverse needs of individuals and groups in an increasingly complex society and a rapidly evolving world. To lead effectively, school principals must be prepared with the knowledge, skills, and ethical understandings necessary to create an environment that promotes human potential in terms of learning and citizenship.

PROGRAM OBJECTIVES AND /OR LEARNING OUTCOMES:

The national standards for school leaders as identified by the Educational Leadership Constituent Council are embedded in the goals and objectives of Keene State College's Master of Education Program. Additionally the program is designed to meet the certification standards of the New Hampshire and Vermont Departments of Education for School Principals.

Specifically, the goals of the program are to prepare an educational leader who:

- A. Promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- B. Promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- C. Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- D. Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- E. Promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- F. Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The program is a combination of theory and practice. The program content includes the knowledge essential for effective educational leadership that will develop professional skills and dispositions in the following areas:

- a. Leadership, including skills in organizing, communicating, problem-solving, collaborating, and showing sensitivity to diversity issues
- b. Development and evaluation of curriculum, instruction, and personnel
- c. Legal issues in education including special education
- d. Finance issues in education including facility and safety
- e. Job-related skills, with particular reference to data-driven decision-making, program planning and curricular management
- f. Current educational issues

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Educational Leadership Option Requirements (36 credits)

Foundations (9 credits)

EDUCEL 621 Organizational Leadership

EDUCEL 622 School Effectiveness, Reform & Technology

EDUCCI 635 Curriculum Theory and Practice

Specialization (12 credits)

EDUCEL 655 Curriculum Management: Using Data to Transform Schools

EDUCEL 631 Staff Selection, Supervision and Evaluation

EDUC 641 School Law

EDUCEL 652 Budget and Facility Management

Demonstration of Professional Leadership (15 credits)

EDUC 670 Educational Research Foundations

EDUC 675 Educational Research Design

EDUC 699 Capstone

EDUCEL 696 Internship I: School and Community Relations

EDUCEL 697 Internship II: Connections

RATIONALE:

The Educational Leadership Program has been redesigned to align more specifically with the Educational Leadership Constituent Council's national standards for school principals. Our recent NCATE process and specific report from the ELCC have guided program overhaul to include alignment of the program assessments to the standards. Assessments, scoring guides and rubrics have been developed to provide more candidate assessment and data-driven decision-making. In addition, more visible connections to the Unit's conceptual framework of Teacher Education are included in syllabi and course discourse.

Additionally, the New Hampshire Department of Education visited the campus in March 2005. As part of that process, the Council for Teacher Education praised the program for the emphasis on field-based education and the use of the Learning Plan and the Educational Leadership Portfolio to plan, benchmark and document candidate learning. The Visiting Committee also recommended more study in curriculum development, special education and technology while integrating course content across the curriculum.

This program redesign also includes the required coursework for the State of Vermont which resonates with the NHCTE recommendation for more study in the area of curriculum. As a impact of these recommendations, EDUCEL 610 Portfolio Development and Assessment has been integrated into other courses in the program. Also EDUC 602, Students, Families, Schools and Society and EDUC 601 Research Strategies in Education have been deleted from this program to be replaced with the core of Curriculum & Instruction, EDUC 670 Educational Research Foundations and EDUC 675 Educational Research Design,

RESOURCES:

Resources will be needed for marketing and recruiting for the program. Collaboration will be necessary with faculty in the Curriculum and Instruction Option as well as Special Education faculty. More faculty time will be needed to deliver the variety of courses in the program. Ideally, a faculty member who could devote half-time to the program would be very helpful.

ADVISORY OPINIONS: