

Second Reading 17-0-0 11/9/09

COVER SHEET FOR GRADUATE CURRICULUM PROPOSALS

All curriculum proposals should be sent to the Graduate School office for review and distribution. Information items will be handled administratively and require the "Cover Sheet for Graduate Information Items." New curriculum proposals and substantive curriculum changes require the action of both Graduate Council and the Executive Committee of the Faculty Senate and use this cover sheet. When all signatures have been obtained, the Graduate School will notify the originator of the proposal that it has been sent to the Graduate Council curriculum committee.

Originator: Vicki Petzko

Date: 10/2/08

Title of Proposal: MED in Sch Leadership: Prin Lic and Tea

Proposed Starting Date: August 2009

REVIEWED BY:					
<i>John A. Free</i>	10-2-08	✓	approve	neutral	disapprove*
Department Head	Date				
<i>Mary Jane</i>	10-13-08	✓	approve	neutral	disapprove*
Dean of the Academic College	Date				
<i>Gyonne Kelpatich</i>	10-16-08	✓	approve	neutral	disapprove*
Director, The Graduate School	Date				
<i>Stephen Bellan</i>	10/30/08	✓	approve	neutral	disapprove*
Dean, The Graduate School	Date				
<i>Cinda Ottes</i>	11-5-08		approve	neutral	disapprove*
University Registrar	Date				
REVIEWED BY OTHER UNITS AFFECTED:					
<i>Donald M. McQuater</i>	10/13/08	✓	approve	neutral	disapprove*
Reviewer	Date				
Reviewer	Date		approve	neutral	disapprove*
Reviewer	Date		approve	neutral	disapprove*

6-0-0-2 CHEPS Curriculum Committee

06-080905

* Those who disapprove must attach an explanation.

SUMMARY OF ACTION BY GRADUATE COUNCIL

- Approved as submitted
- Approved with amendments (amendments indicated and transmitted to originator to revise and submit electronically for Executive Committee of the Faculty Senate)
- Reviewed by the Provost *[Signature]* 1/20/09 approve disapprove*
- Forwarded to Executive Committee of the Faculty Senate
- Graduate Council Chair *[Signature]* 1-8-09

SUMMARY OF ACTION BY EXECUTIVE COMMITTEE OF THE FACULTY SENATE

- Approved as submitted
- Referred to Faculty Senate for action. *[Signature]* 1-15-09
- President, Faculty Senate Date

1/20/09 Date sent to Originator

1/20/09 Date sent to University Registrar

09-00066

Master of Education in School Leadership
Principal Licensure Concentration
Teacher Leadership Concentration
Post Master's Certificate in School Leadership
Redesign Proposal

GSD/CHEPS/UTC

Vicki N. Petzko
Jesse Register
John Freeman

Summary

Due to new (8/2008) State Board of Education (SBE) requirements in the Tennessee Learning Centered Leadership initiative, all programs leading to licensure as a principal/supervisor in Tennessee must undergo significant redesign. Each of the three (3) school leadership programs at UTC is impacted by this new rule. Revisions to all three school leadership programs (M.Ed: Principal Licensure, M.Ed: Teacher Leadership; Certificate: Principal Licensure) are included in this proposal.

The SBE rule also proposes a required change in admission standards and procedures. As of the date of this proposal, these are not yet finalized and will not be finalized until after the Nov. 2008 SBE meeting. An addendum to this proposal will be submitted at that time.

Summary: Courses Deactivated **Effective date**

EDAS 551	09-10 catalog: will not be offered after fall 2008
EDAS 552	09-10 catalog: will not be offered after spring 2009
EDAS 553	2010-11 catalog: list in 09-10 but may not actually be used*
EDAS 566	2010-11 catalog: list in 09-10 but may not actually be used*
EDAS 579	2010-11 catalog: list in 09-10 but may not actually be used*
EDAS 580	2010-11 catalog: list in 09-10 but may not actually be used*

* This is dependent on exact scope and sequence, which will be determined as part of a survey to area teachers

Summary: Courses Added and Title **Effective date**

EDAS 571: Leadership for School Improvement (3cr)	2009-10 catalog
EDAS 573: School Culture and Climate (3cr)	2009-10 catalog
EDAS 574: Curriculum Leadership (3cr)	2009-10 catalog
EDAS 575: Instructional Leadership and Assessment (3cr)	2009-10 catalog
EDAS 576: Development of Human Capital in Schools (3cr)	2009-10 catalog
EDAS 577: Management of the School (3cr)	2009-10 catalog
EDAS 581: Ethics, Advocacy and Advanced Law (3cr)	2009-10 catalog
EDAS 582: Practicum in School Leadership (3cr)	2009-10 catalog

Summary: Courses Un-Cross Listed

EDUC/EDAS 513 can now be listed as EDUC 513	2009-2010 catalog
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Other Catalog Changes Throughout:

Replace EDAS 551 with EDAS 571 where listed as an elective	2009-2010 catalog
Replace EDAS 566 with EDAS 576 where listed as an elective	2009-2010 catalog

Rationale for Program Re-Design

State Board of Education Rule 0520-2-3-.02 states that “on September 15, 2009 current State Board of Education approval of all administration or supervision preparation programs will expire. At that time, only programs approved or re-approved according to the new Instructional Leadership Policy will be eligible to prepare and recommend candidates for licensure as instructional leaders.” This document does not represent a new program proposal but rather a revision to an existing program and proposal for a number of new courses.

This proposal addresses two concentrations in the School Leadership masters program (Teacher Leadership and Principal Licensure) as well as the Post Master’s Certificate in School Leadership.

Tie to UTC’s mission

UTC is a metropolitan university with a mission of supporting the needs of the surrounding communities. The Strategic Plan¹ identifies a core value as “the development of ethical and socially responsible leaders...” (p. 5) as well as the development of “effective partnerships that provide meaningful involvement in educational, economic, and community development”. (p. 5) The development of school leaders and the enhancement of teacher leadership for instructional improvement in schools certainly fit into and support those core values.

The State mandates which drive this proposal require that all leadership preparation programs increase their rigor, enhance the quality of their mentors and the required field experiences, and require that students pass the state licensure exam as a condition of graduation. This proposal will meet or exceed those State mandates. An increase in enrollment is anticipated due to the continued marketing of the teacher leader concentration, flexible and user-preferred delivery and high quality partnerships with surrounding school districts. Teachers in area school districts will be surveyed to determine preferred delivery systems and calendar.

Proposed Changes to Program Requirements and Format***Admission***

State Board of Education Rules on this requirement have not been approved on a second reading. This is scheduled to occur in November 2008. Changes in admission requirements will be forwarded in a proposal addendum as soon as possible.

Delivery

The current program delivery is a hybrid: largely face-to-face with on-line supplement and support. The results of a survey to teachers in Hamilton County, Cleveland City, Bradley County and Marion County will help determine if the delivery will remain ‘hybrid’ or will move to more predominantly on-line. The survey is expected to take place in November. Proposed courses have been developed to fit either instructional format.

Course Requirements

New State Board rules state that all new and existing advanced programs in education administration be designed (or redesigned) based on the new (2008) Tennessee Instructional Leadership Standards (TILS) *with emphasis on the instructional leader’s responsibilities for curriculum, instruction and student learning.* As part of this proposal, a comprehensive curriculum analysis and alignment has been completed. The results indicate that the substantive changes required for some current courses to meet these new standards require new courses as per SACS requirements. The following is proposed (Table 2)

¹ <http://www.utc.edu/Administration/StrategicPlan/>

Table 2

Rationale statements follow Table 2.

Proposed course syllabi can be found in Appendix A

Current Course Requirements	Proposed Course Requirements (Course # have been approved through Records)
<i>Master's in SL: PL Concentration</i>	
EDAS 501: Research	Keep
EDAS/EDUC 513: Multiculturalism	Replace with EDAS 573
EDUC 516: Curriculum	Replace with EDAS 574
EDAS 551: Foundations of Leadership	Replace with EDAS 571
EDAS 552: Principal as Instructional Leader	Replace with EDAS 575
EDAS 553: School Management	Replace with EDAS 577
EDAS 563: School Law	Keep
EDAS 566: Supervision of the Instructional Process	Replace with EDAS 576
EDS 608: Instructional Technology	Eliminate and incorporate into EDAS 575
EDAS 579: Practicum 1	Replace with EDAS 582
EDAS 580: Practicum 2	Eliminate course and requirement
EDAS 590: Capstone	Keep
	Add: EDAS 581
Total credits: 36	Total credits: 33
<i>Master's in SL: TL Concentration</i>	
EDAS 501: Research	Keep
EDAS/EDUC 513: Multiculturalism	Replace with EDAS 573
EDUC 516: Curriculum	Replace with EDAS 574
EDAS 551: Foundations of Leadership	Replace with EDAS 571
EDAS 552: Principal as Instructional Leader	Replace with EDAS 575
Literacy Course: one of EDUC 561, 562, 563	Keep
EDAS 563: School Law	Keep
Elective: 6 hours approved by advisor	Keep
EDS 608: Instructional Technology	Delete requirement: Keep as elective option
EDAS 579: Practicum 1	Replace with EDAS 582
EDAS 590: Capstone	Keep
Total credits: 36	Total credits: 33
<i>Certificate in School Leadership</i>	
[Specific course requirements vary based on the previous graduate work of each student. A typical set of requirements is listed]	
EDAS 551: Foundations of Leadership	Replace with EDAS 571
EDAS 552: Principal as Instructional Leader	Replace with EDAS 575
EDAS 553: School Management	Replace with EDAS 577
EDAS 563: School Law	Keep
EDAS 566: Supervision of the Instructional Process	Replace with EDAS 576
EDS 608: Instructional Technology	Delete

EDAS 579: Practicum 1	Replace with EDAS 582
EDAS 580: Practicum 2	Delete
	Add: EDAS 581
Total credits: Variable	Total credits: variable

Rationale for New Courses

The new requirements of the SBE state that school leader preparation, licensure, induction, evaluation and professional development are to be based on the learning-centered Tennessee Instructional Leadership Standards². Preparation programs are directed to create a cohesive, well articulated, standards based-system of instructional leadership development.

Each of the newly proposed courses is based on one of the TILS. The objectives for each new course reflect the 'indicators' specified for each standard. Additional objectives have been added at the discretion of program faculty.

The newly adopted Tennessee Instructional Licensure Standards (TILS) are (briefly) as follows:

- **Standard A: Continuous Improvement**
An effective instructional leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.
- **Standard B: Culture for Teaching and Learning**
An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students.
- **Standard C: Instructional Leadership and Assessment**
An effective instructional leader facilitates the use of instructional practices that are based on assessment data and continually improve student learning.
- **Standard D: Professional Growth**
An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.
- **Standard E: Management of the School**
An effective instructional leader facilitates learning and teaching through the effective use of resources.
- **Standard F: Ethics**
An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.
- **Standard G: Diversity**
An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

² <http://www.state.tn.us/sbe/edleadershipredesign.htm>

Rationale for Specific Substitutions across All School Leadership Programs

a. Change credit requirement from 36 to 33 for the master's degree. School Leadership enrollment at UTC has been low for several years. In the past 4 years, enrollment at the master's level has been 5-8 new students each year, with an additional 10-12 in the certificate program. A comparison with other area universities shows that the most well attended have significantly lower admission requirements, far less rigorous coursework, and minimal field experience requirements in comparison to UTC. *They also only require 33 credits for graduation.*

While we are not willing to sacrifice rigor or high-quality field experiences, we believe that we can compete with the credit requirement. The new courses as outlined each have a 25-30 hour field experience requirement as part of the course (this is required by new regulations), allowing us to eliminate one of the practicum courses and maintain the NCATE expectation of a "substantive internship". Another course has been added in leadership for instructional improvement. Technology applications, which are not mentioned in TILS, have been integrated into EDAS 575 as well as EDAS 577. We believe that a 33 credit requirement will enhance enrollment. We are considering marketing the program (once approved) as UTC/LEAD/5-33 (5 semesters, 33 credits). We have developed a scope and sequence that makes this possible and, we hope, attractive.

b. EDAS 501: Research: Keep

The understanding of basic research is a critical element of any rigorous master's degree program. The current course also addresses the indicators of candidates being able to access and implement research based curriculum, instructional strategies and assessment. School Leadership program faculty will work with 501 faculty to ensure that the specific kinds of data analysis that school leaders need to be able to do is included in the course content.

c. EDAS/EDUC 513: Multiculturalism: Replace with EDAS 573: School Culture and Climate. Curriculum analysis and alignment indicated that only 4 of the 18 indicators for Standards B (Culture) and G (Diversity) were addressed in the current Multiculturalism course. There was sufficient overlap between Standards B and G to design one course around both standards.

d. EDUC 516: Curriculum: Replace with EDAS 574. The current curriculum course focuses on the development of curriculum but not the issues of rigor, alignment and literacy and numeracy across the curriculum. These are all required in Standard C. The requirements of Standard C are significantly broad in scope to warrant two courses based on that standard.

e. EDAS 551: Foundations of Leadership: Replace with EDAS 571. EDAS 551 is a broad introduction to leadership theory and its application in school situations. It does not specifically focus on leadership for the school improvement process, nor does it adequately address the development and implementation of a school's vision, mission and goals. While the 551 course could be modified to include this focus, further analysis might conclude those modifications to be a substantive change and thus still require a new course. EDAS 551 is required for one other program (Reading Specialist); consultation with program faculty indicates that EDAS 571 would be a reasonable substitution and is being addressed in another proposal.

f. EDAS 552: Principal as Instructional Leader: Replace with EDAS 575. The current 552 course focuses on school climate, culture, and instructional strategies needed for school improvement. It also addresses appropriate professional development programming. There is too much course content to do any area justice. Climate and culture have been moved to EDAS 573, professional development to EDAS 576. This leaves the new course which focuses on instructional strategies that lead to improvement of achievement for all students. There is a potential overlap with EDAS 576 (Human Capital) but program faculty will ensure that the knowledge and skills are scaffolded appropriately.

Impact Statement

Library: No additional resources are anticipated.

Faculty: As the program attracts more students, it is likely that additional faculty will be needed. There are no courses proposed that call for faculty with expertise that is not currently on this campus.

Other programs: The courses that are being replaced are, with few exceptions, only taken by School Leadership students. The others will have impact as follows:

- a. EDAS 551 and 566 are also required for Reading Specialist students. They would take the new EDAS 571 and 576 in its place. Faculty in the Reading Specialist program, Department Head of Teacher Preparation, and the University's Certification officer have been consulted and see no problem with these substitutions. This program revision is in a separate proposal titled "Reading Specialist Program" modifications.
- b. EDUC 513 and 516 would no longer be taken by School Leadership students but are not proposed to be dropped. Since students in other majors also take those courses, there would be minimal impact on other programs.
- c. EDS 608 would no longer be taken by M.Ed./Principal Licensure students but would remain an elective for M.Ed./Teacher Leadership students. This will cause an impact on enrollment in this course, however, since students in other EDS concentrations are required to take EDS 608 it may not be significant. Teacher Leadership students will be encouraged to take 608 as an elective.

Effective Date: August 2009

Appendix B: Syllabi

EDAS AAA: Leadership for School Improvement (EDAS 571)

EDAS BBGG: School Culture and Climate (EDAS 573)

EDAS CC1: Curriculum Leadership (EDAS 574)

EDAS CC2: Instructional Leadership and Assessment (EDAS 575)

EDAS DDD: Developing Human Capital in Schools (EDAS 576)

EDAS EEE: Management of the School (EDAS 577)

EDAS FFF: Ethics, Advocacy and Advanced School Law (EDAS 581)

EDAS PPP: Practicum in School Leadership (EDAS 582)

- g. EDAS 553: School Management: Replace with EDAS 577. The current School Management course (EDAS 553) addresses all of the elements in the newly proposed course plus a section on the human resource function. Again, the course content is too broad to allow any depth of consideration. While the 553 course could be modified, it is expected that replacing the course will allow better flow through the State approval process.
- h. EDAS 563: School Law. Maintain the requirement for both PL and TL concentrations. A basic course in the understanding and appropriate application of legal mandates in schools is fundamental to any school leadership graduate program. It is also a popular elective for other M.Ed. programs. Unfortunately, there is typically more content than can be adequately covered for the purposes of aspiring school leaders. . By keeping this course, school leadership students will acquire the basic knowledge and skills as will other graduate students who take the course as an elective. Students in the licensure concentration (or certificate program) will then also be required to take the advanced course (EDAS 581) which will further address priority issues.
- i. EDAS 566: Supervision of the Instructional Process: Replace with EDAS 576. The new TILS require substantive focus not only on the observation and evaluation of teachers but on the design of effective professional development across the learning community. Recent research identifies the human resource function as one of two most critical topics for the success of new principals³. EDAS 576 will address those two critical issues as well as teacher recruitment/hiring/retention, teacher induction, mentoring and empowerment of aspiring leaders. These changes are considered substantive and thus require a new course proposal. EDAS 566 is required for one other program (Reading Specialist); consultation with program faculty indicates that EDAS 576 would be a reasonable substitution and is being addressed in another proposal.
- j. EDAS 579/580: Delete and replace with EDAS 582. New State requirements specify that field experience must be included throughout the program. Thus 25-30 hours have been included in each new course proposal, addressing 200+ hours of field experience required for EDAS 579 (Practicum 1). The other requirements of Practicum 1 (applied ethics) have been moved to EDAS 581. EDAS 580 could serve to address the remaining field experience, but because the 2 courses, EDAS 579 and EDAS 580 were jointly described in previous catalog copy, it was recommended that both be dropped and a new course be added. The new course, EDAS 582, will require another 200 hours of field experience. The remaining 50 hours will be addressed in a newly mandated requirement of a 'capstone practicum project', which will be the major project of EDAS 590.
- k. Add new course: EDAS 581: Ethics, Advocacy and Advanced School Law. TILS "F" calls for the instructional leader to meet high ethical standards and serve as a political advocate. These objectives were previously addressed in EDAS 579. Past program evaluations call for a need to address legal issues beyond those addressed in the basic School Law class (EDAS 563). The proposed new course will address applied ethics and advocacy as related to school leadership as well as legal issues that are a priority for school leaders.
- l. EDS 608: Delete requirement. The TILS do not mention technology. The authors of this proposal consider the knowledge of technology for instruction, data based management systems, and technology curriculum standards to be an important aspect of school leadership and have moved those content areas into newly proposed courses (EDAS 575, 577 and 574 respectively).

³ Petzko, V. (2008). The Perceptions of New Principals Regarding the Knowledge and Skills Important to their Initial Success. NASSP Bulletin, 92 (3), p. 224-250.

SYLLABI

Master of Education in School Leadership
Principal Licensure Concentration
Teacher Leadership Concentration
Post Master's Certificate in School Leadership
Redesign Proposal

GSD/CHEPS/UTC

Vicki N. Petzko
Jesse Register
John Freeman

Course numbers have been approved by the Records office

- **EDAS 571: Leadership for School Improvement**
- **EDAS 573: School Culture and Climate**
- **EDAS 574: Curriculum Leadership**
- **EDAS 575: Instructional Leadership and Assessment**
- **EDAS 576: Developing Human Capital in Schools**
- **EDAS 577: Management of the School**
- **EDAS 581: Ethics, Advocacy and Advanced School Law**
- **EDAS 582: Practicum in School Leadership**

Notes of Clarification

- Each course proposal is closely aligned with one or more of the Tennessee Instructional Leadership Standards (TILS). Each course description is also closely aligned with those standards.
- The course objectives represent the 'indicators' contained in each TIL Standard, plus additional objectives as determined by program faculty.
- Credits, pre-requisites, grading scale and topical outline are included for each course.
- Specific textbooks and reading lists will be determined in spring 2009 by faculty with the expertise to teach the specific course. There was not adequate time during this proposal process to address eight courses in such detail. Prior consultation with Graduate School/Records staff has indicated that this level of detail meets their requirements for catalog approval.
- "Course Information" specified in each syllabus is the same throughout.
- If any committee member(s) would like further clarification or would like the proposal author(s) to meet with them, please contact Dr. Vicki Petzko at vicki-petzko@utc.edu. We will be happy to meet and/or address concerns.

Thank you for your time and help with this proposal!

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES

EDAS 571: Leadership for School Improvement

Credit hours: 3

Prerequisites: none

Meeting Time:

Location:

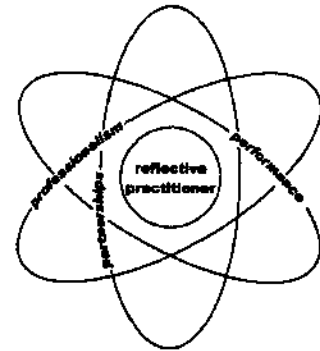
Faculty:

Office Hours:

Office:

Phone:

email:



All documents for this course as well as additional information are available at
<http://utconline.utc.edu/>

Catalog Description NOTE: *This course replaces EDAS 551 for Reading Specialists and where otherwise listed in the catalog as an elective*

An overview of the major concepts of instructional leadership as they apply to the implementation of a systematic, coherent approach to bringing about school improvement and the continuous growth of academic achievement. Topics addressed include leadership theory and practice, vision, mission, organizational change and collaborative school improvement planning.

[Based on TILS A: Continuous Improvement: An effective instructional leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.]

Required texts:

TBD

Objectives:

The course is designed to provide the student with the opportunity to develop and apply the knowledge and skills needed to do the following at the ILL-B (Instructional Leadership License- Beginning) level and to critique the outcome and the process. They represent the “indicators” of Standard A.

1. Engage the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and are consistent with that of the school district.
2. Facilitate the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all students and keep those goals in the forefront of the school’s attention.
3. Create and sustain an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.
4. Facilitate the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.
5. Collaborate with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.

6. Communicate and operate from a strong belief that all students can achieve academic success.
7. Analyze school improvement progress and systematically adjust implementation plans.

Course Requirements (*details will be comprehensively developed by program faculty*)

1. **Participation (face to face or discussion forums): 20%**
2. **Minor Assignments: 20%**
3. **Field Experiences assigned to this course: 30%**
 - a. The student is expected to earn 25-30 hours of field experience associated with this course during this semester. The field mentor and faculty member will collaboratively evaluate the student's performance in each activity.
 - b. Appropriate field experiences are coded as "A" in the Field Experience handbook.
4. **Major project/assignment: 30%**

Grading Scale

90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D
Less than 60%=F

Topical Outline

Units and approximate percent of course emphasis:

1. Leadership Theory and Self Assessment (50% of course time, either face to face or on-line)
2. School Improvement planning [vision/mission/goals/implementation] (20% of course time, either face to face or on-line)
3. The 'Change' process (15% of course time, either face to face or on-line)
4. Collaborative decision making and leadership teams (15% of course time, either face to face or on-line)

Course Information

Attendance: Regular attendance and participation are essential to successful completion of this course. There is no differentiation between an unexcused and an excused absence; if you are unable to attend class or to participate on line as required, you will lose the participation points.

Confidentiality: It is of critical importance that information shared in this course about specific schools/organizations remains confidential. *Students are NOT to use names of schools, organizations, or individuals in any papers or exams. Pseudonyms should be assigned.* Conversations about schools that are used as opportunities to apply the knowledge and skills developed in this course **must** remain confidential once the student leaves the classroom. Failure to do so will be reported as a violation of the Student Honor Code.

Email: You must regularly check your email in order to fully participate in this course. To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for communications. (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-4000.

Late papers/exams/weather: Punctuality is not only important as a graduate student, but also to you as a professional educator. A late paper or exam will be marked down 10 points for each day or part of a day it is late. *If the University is closed due to weather, and a paper/exam is due by email that day, that paper/exam is STILL DUE.*

If your school is closed and that is your only access to a computer, please call me and leave a message to that effect with the professor.

References and Plagiarism: Please refer to the APA manual or one of the links or attachments in Blackboard for correct reference and citation format. ALL DIRECT QUOTES must be referenced with source and page number, as per APA. Plagiarism is also the use of the thoughts or writing of another person as your own. It can include copying of sentences, paragraphs or entire documents. Students who plagiarize in this course will receive a "0" for that assignment. In addition, the student may be reported to the Honor Court and other sanctions as described in the Student Handbook, including but not limited to course failure or expulsion, may be applied.

Writing Hints: All work must be done APA style.

There are several documents in the course website that will help, but there is no better reference than the APA manual itself. Any work that is substantively out of APA compliance will be return to be re-written. Good resources:

<http://www.wisc.edu/writing/Handbook/>

<http://memorial.library.wisc.edu/citing.htm>

****<http://www.apastyle.org/> This is a link to "the Manual".**

<http://www.apastyle.org/previoustips.html>

Electronic sources include aggregated databases, online journals, Web sites or Web pages, newsgroups, Web- or e-mail-based discussion groups, and Web- or e-mail-based newsletters.

ACCOMMODATION STATEMENT

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think you might need special assistance or a special accommodation in this class or any other class, please speak with your professor as soon as possible. You may also contact the UTC Office for Students with Disabilities at 425-4006 or go by their office in 110 Frist Hall on the UTC campus.

COUNSELING CENTER STATEMENT

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

Helpful Links APA style tips: <http://www.wisc.edu/writing/Handbook/index.html>

Emotional Intelligence: <http://www.danielgoleman.info/ei/index.html>

<http://www.emotionaliq.com/>

<http://www.helpself.com/iq-test.htm>

E-Lead: 'A blog for school leaders': <http://www.e-lead.org/>

Keirsey Temperament Sorter Website: <http://www.keirsey.com/>

NAESP (Elem school principals): <http://www.naesp.org/>

NASSP (secondary school principals): <http://www.principals.org/>

NMSA (middle schools): <http://www.nmsa.org/>

Teacher Leaders: <http://www.teacherleaders.org/>

<http://www.nea.org/takenote/nsdcweb.html>

Recommended additional texts/readings

TBD

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES

EDAS 573: School Culture and Climate

Credit hours: 3 Prerequisites: none

Meeting Time:

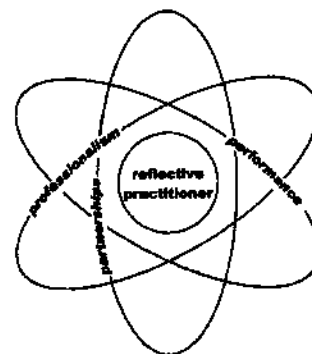
Location:

Faculty:

Office Hours:

Office: Phone:

email:



All documents for this course as well as additional information are available at
<http://utconline.utc.edu/>

Catalog Description:

An overview of the major concepts of instructional leadership related to school culture and climate as critical elements in the expectation of success for all students. Assessment and improvement of school culture/climate are addressed, as are safety, collaboration and communication.

[Based on TILS B: Culture for Teaching and Learning

An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students, and

Standard G: Diversity

An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.]

Required texts: TBD: Students will be expected to read the assigned readings before class each week.

Objectives:

The course is designed to provide the student with the opportunity to develop and apply the knowledge and skills needed to do the following at the ILL-B (Instructional Leadership License- Beginning) level and to critique the outcome and the process. They represent the "indicators" of Standards B and G.

1. Develop and sustain a school culture based on ethics, diversity, equity and collaboration.
2. Advocate, nurture, and lead a culture conducive to student learning.
3. Develop and sustain a safe, secure and disciplined learning environment (coordinated with EDAS 577)
4. Lead the school community in building relationships that result in a productive learning environment.
5. Encourage and lead challenging, research based changes.
6. Establish and cultivate strong, supportive family connections.
7. Recognize and celebrate school accomplishments and addresses failures.

8. Establish effective lines of communication with teachers, parents, students and stakeholders.
9. Develop and implement an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.
10. Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
11. Recognize and address cultural, learning and personal differences as a basis for academic decision making.
12. Lead the faculty in engaging families/parents in the education of their children.

Course Requirements (details will be comprehensively developed by program faculty)

1. **Participation (face to face or discussion forums): 20%**
2. **Minor Assignments: 20%**
3. **Field Experiences assigned to this course: 30%**
 - a. The student is expected to earn 25-30 hours of field experience associated with this course during this semester. The field mentor and faculty member will collaboratively evaluate the student's performance in each activity.
 - b. Appropriate field experiences are coded as "BG" in the Field Experience handbook.(TBD)
4. **Major project/assignment: 30%**

Grading Scale

90-100%=A;

80-89%=B;

70-79%=C;

60-69%=D

Less than 60%=F

Topical Outline

Units and approximate percent of course emphasis:

1. Assessment and analysis of school culture and climate, including safety and discipline (50 % of course time, either face or on-line)
2. Relationships in the professional learning community (15% of course time, either face to face or on-line)
3. Communication in the professional learning community (15% of course time, either face to face or on-line)
4. Working with diverse cultures (20% of course time, either face to face or on-line)

(The following duplicates that of EDAS 571)

Course Information

Attendance: Regular attendance and participation are essential to successful completion of this course. There is no differentiation between an unexcused and an excused absence; if you are unable to attend class or to participate on line as required, you will lose the participation points.

Confidentiality: It is of critical importance that information shared in this course about specific schools/organizations remains confidential. *Students are NOT to use names of schools, organizations, or individuals in any papers or exams. Pseudonyms should be assigned.* Conversations about schools that are used as opportunities to apply the knowledge and skills developed in this course **must** remain confidential once the student leaves the classroom. Failure to do so will be reported as a violation of the Student Honor Code.

Email: You must regularly check your email in order to fully participate in this course. To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for communications. (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-4000.

Late papers/exams/weather: Punctuality is not only important as a graduate student, but also to you as a professional educator. A late paper or exam will be marked down 10 points for each day or part of a day it is late. *If the University is closed due to weather, and a paper/exam is due by email that day, that paper/exam is STILL DUE. If your school is closed and that is your only access to a computer, please call me and leave a message to that effect with the professor.*

References and Plagiarism: Please refer to the APA manual or one of the links or attachments in Blackboard for correct reference and citation format. ALL DIRECT QUOTES must be referenced with source and page number, as per APA. Plagiarism is also the use of the thoughts or writing of another person as your own. It can include copying of sentences, paragraphs or entire documents. Students who plagiarize in this course will receive a "0" for that assignment. In addition, the student may be reported to the Honor Court and other sanctions as described in the Student Handbook, including but not limited to course failure or expulsion, may be applied.

Writing Hints: All work must be done APA style.

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<http://www.wisc.edu/writing/Handbook/>

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<http://www.apastyle.org/previoustips.html>

Electronic sources include aggregated databases, online journals, Web sites or Web pages, newsgroups, Web- or e-mail-based discussion groups, and Web- or e-mail-based newsletters.

ACCOMMODATION STATEMENT

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COUNSELING CENTER STATEMENT

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Emotional Intelligence: <http://www.danielgoleman.info/ei/index.html>

<http://www.emotionaliq.com/>

<http://www.helpself.com/iq-test.htm>

E-Lead: 'A blog for school leaders': <http://www.e-lead.org/>

Keirsey Temperament Sorter Website: <http://www.keirsey.com/>

NAESP (Elem school principals): <http://www.naesp.org/>

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NMSA (middle schools): <http://www.nmsa.org/>

Teacher Leaders: <http://www.teacherleaders.org/>

<http://www.nea.org/takenote/nsdcweb.html>

Recommended additional texts/readings: TBD

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES

EDAS 574: Curriculum Leadership

Credit hours: 3 **Prerequisites: none**

Meeting Time:

Location:

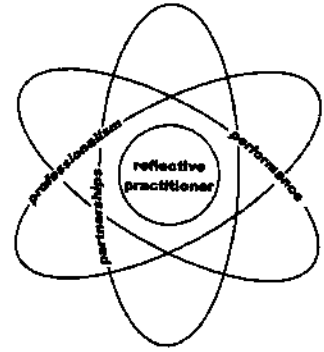
Faculty:

Office Hours:

Office:

Phone:

email:



All documents for this course as well as additional information are available at
<http://utconline.utc.edu/>

Catalog Description

An overview of the major concepts of instructional leadership as they apply to the improvement of curricular practices. Topics addressed include leadership for curriculum analysis, development, alignment and data-driven decision making for improvement of student performance.

[Based on TILS C: An effective instructional leader facilitates the use of instructional practices that are based on assessment data and continually improve student learning.]

Required texts: TBD

Students will be expected to read the assigned readings before class each week.

Objectives

The course is designed to provide the student with the opportunity to develop and apply the knowledge and skills needed to do the following at the ILL-B (Instructional Leadership License- Beginning) level and to critique the outcome and the process. They represent the curriculum focused "indicators" of Standard C.

1. Lead the professional learning community in analyzing and improving curriculum.
2. Ensure access to a rigorous curriculum and the supports necessary for all students to meet high expectations.
3. Recognize that literacy and numeracy are essential for learning and ensure they are embedded in all subject areas.
4. Evaluate and ensure that all other integrated instructional standards, such as technology, problem solving skills and interpersonal skills are embedded in the curriculum.
5. Apply research based best practice and data driven decision making in the development, design, monitoring and implementation of curriculum.
6. Lead in the development of alternative curriculum including but not limited to special programs, academies and students with special needs.
7. Monitor and evaluate the school's curricular program for rigor.

Course Requirements (details will be comprehensively developed by program faculty)

1. **Participation (face to face or discussion forums): 20%**
2. **Minor Assignments: 20%**
3. **Field Experiences assigned to this course: 30%**
 - a. The student is expected to earn 25-30 hours of field experience associated with this course during this semester. The field mentor and faculty member will collaboratively evaluate the student's performance in each activity.
 - b. Appropriate field experiences are coded as "C1" in the Field Experience handbook.(TBD)
4. **Major project/assignment: 30%**

Grading Scale

90-100%=A;

80-89%=B;

70-79%=C;

60-69%=D

Less than 60%=F

Topical Outline

Units and approximate percent of course emphasis:

1. Curriculum analysis and alignment (30% of course time, either face to face or on-line)
2. Curriculum development (20% of course time, either face to face or on-line)
3. Literacy/numeracy/other integrated areas embedded across the curriculum (30% of course time, either face to face or on-line)
4. Curriculum rigor (20% of course time, either face to face or on-line)

(The following duplicates that of Course 571)

Course Information

Attendance: Regular attendance and participation are essential to successful completion of this course. There is no differentiation between an unexcused and an excused absence; if you are unable to attend class or to participate on line as required, you will lose the participation points.

Confidentiality: It is of critical importance that information shared in this course about specific schools/organizations remains confidential. *Students are NOT to use names of schools, organizations, or individuals in any papers or exams. Pseudonyms should be assigned.* Conversations about schools that are used as opportunities to apply the knowledge and skills developed in this course *must* remain confidential once the student leaves the classroom. Failure to do so will be reported as a violation of the Student Honor Code.

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Writing Hints: All work must be done APA style.

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NMSA (middle schools): <http://www.nmsa.org/>

Teacher Leaders: <http://www.teacherleaders.org/>

<http://www.nea.org/takenote/nsdcweb.html>

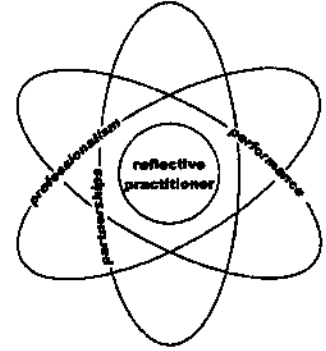
Recommended additional texts/readings

TBD

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES

EDAS 575: Instructional Leadership and Assessment

Credit hours: 3 Prerequisites: none



Meeting Time:

Location:

Faculty:

Office Hours:

Office: Phone:

email:

All documents for this course as well as additional information are available at
<http://utconline.utc.edu/>

Catalog Description

An overview of the major concepts of instructional leadership as they apply to the improvement of instructional practices and assessment of student learning. Topics addressed include improvement of instructional strategies, student assessment, data-driven decision making and differentiation of instructional practices to improve student performance for all students.

[Based on TILS C: An effective instructional leader facilitates the use of instructional practices that are based on assessment data and continually improve student learning.]

Required texts: TBD

Students will be expected to read the assigned readings before class each week.

Objectives

The course is designed to provide the student with the opportunity to develop and apply the knowledge and skills needed to do the following at the ILL-B (Instructional Leadership License- Beginning) level and to critique the outcome and the process. They represent the instruction focused "indicators" of Standard C.

1. Lead a systematic process of student assessment and program evaluation using qualitative and quantitative data.
2. Use research based best practice in the development, design, monitoring and implementation of instruction and assessment.
3. Promote the appropriate use of instructional technology.
4. Lead in the development of alternative instruction and programming to meet the needs of all students in elementary, middle and high school.
5. Design a school schedule that maximizes learning time and meets the needs of students.
6. Provide teachers and parents with assessment results on a regular basis.
7. Develop and implement a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.

Course Requirements *(details will be comprehensively developed by program faculty)*

1. **Participation (face to face or discussion forums): 20%**
2. **Minor Assignments: 20%**
3. **Field Experiences assigned to this course: 30%**
 - a. The student is expected to earn 25-30 hours of field experience associated with this course during this semester. The field mentor and faculty member will collaboratively evaluate the student's performance in each activity.
 - b. Appropriate field experiences are coded as "C2" in the Field Experience handbook.(TBD)
4. **Major project/assignment: 30%**

Grading Scale

90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D
Less than 60%=F

Topical Outline

Units and approximate percent of course emphasis:

1. Evaluation of the instructional/assessment program (40% of course time, either face to face or on-line)
2. Research based best practices for instruction/assessment for all students in elementary, middle and high school (50% of course time, either face to face or on-line)
 - a. Best practices for elementary/middle/high school
 - b. Differentiation of instruction
 - c. Scheduling and alternative scheduling, special programs
 - d. Technology applications in instruction
3. Communication of results (10% of course time, either face to face or on-line)

(The following duplicates that of EDAS 571)

Course Information

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student may be reported to the Honor Court and other sanctions as described in the Student Handbook, including but not limited to course failure or expulsion, may be applied.

Writing Hints: All work must be done APA style.

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<http://www.apastyle.org/previoustips.html>

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<http://www.emotionaliq.com/>

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NAESP (Elem school principals): <http://www.naesp.org/>

NASSP (secondary school principals): <http://www.principals.org/>

NMSA (middle schools): <http://www.nmsa.org/>

Teacher Leaders: <http://www.teacherleaders.org/>

<http://www.nea.org/takenote/nsdcweb.html>

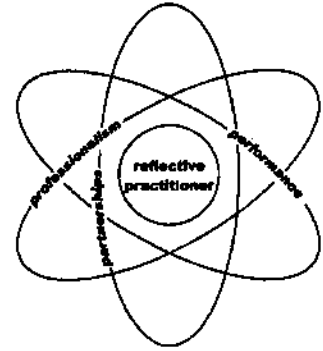
Recommended additional texts/readings

TBD

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES

EDAS 576: Development of Human Capital in Schools

Credit hours: 3 **Prerequisites: none**



Meeting Time:

Location:

Faculty:

Office Hours:

Office: **Phone:**

email:

All documents for this course as well as additional information are available at
<http://utconline.utc.edu/>

Catalog Description *NOTE: This course replaces EDAS 566 for Reading Specialists and where otherwise listed in the catalog as an elective*

An overview of the major concepts of instructional leadership as they apply to the employment of quality staff, the development of the professional learning community and the increase in the human capital of the school. Topics addressed include the human resource functions, recruitment and retention of teachers, teacher observation and evaluation, mentoring, professional development and the advancement of the school as a professional learning community.

[Based on TILS D: Professional Growth

An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.]

Required texts: TBD

Students will be expected to read the assigned readings before class each week.

Objectives

The course is designed to provide the student with the opportunity to develop and apply the knowledge and skills needed to do the following at the ILL-B (Instructional Leadership License- Beginning) level and to critique the outcome and the process. They represent the “indicators” of Standard D.

1. Recruit, hire, and retain teachers whose values and instructional frameworks align with the school’s mission.
2. Systematically supervise and evaluate faculty and staff.
3. Promote, facilitate and evaluate professional development.
4. Model continuous learning and engage in personal professional development.
5. Provide leadership opportunities for the professional learning community and mentors aspiring leaders.
6. Work in collaboration with the school community to align high quality professional development with the school’s improvement plan to impact student learning.
7. Model and communicate to staff, students, and parents self-discipline and engagement in lifelong learning.

Course Requirements (details will be comprehensively developed by program faculty)

1. **Participation (face to face or discussion forums): 20%**
2. **Minor Assignments: 20%**
3. **Field Experiences assigned to this course: 30%**
 - a. The student is expected to earn 25-30 hours of field experience associated with this course during this semester. The field mentor and faculty member will collaboratively evaluate the student's performance in each activity.
 - b. Appropriate field experiences are coded as "D" in the Field Experience handbook.(TBD)
4. **Major project/assignment: 30%**

Grading Scale

90-100%=A;

80-89%=B;

70-79%=C;

60-69%=D

Less than 60%=F

Topical Outline

Units and approximate percent of course emphasis:

1. Teacher evaluation and supervision (50% of course time, either face to face or on-line)
2. High quality professional development (20 % of course time, either face to face or on-line)
3. The HR function: recruitment and retention of faculty (20 % of course time, either face to face or on-line)
4. Mentoring programs (10% of course time, either face to face or on-line)

(The following is the same as EDAS 571)

Course Information

Attendance: Regular attendance and participation are essential to successful completion of this course. There is no differentiation between an unexcused and an excused absence; if you are unable to attend class or to participate on line as required, you will lose the participation points.

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Recommended additional texts/readings

TBD

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES

EDAS 577: Management of the School

Credit hours: 3 **Prerequisites: none**

Meeting Time:

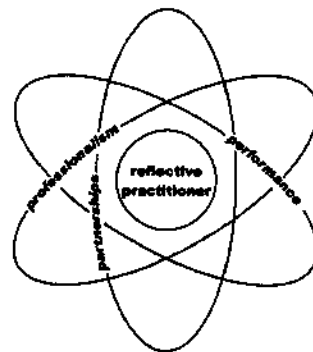
Location:

Faculty:

Office Hours:

Office: **Phone:**

email:



All documents for this course as well as additional information are available at
<http://utconline.utc.edu/>

Catalog Description

This course addresses the operational aspects of school leadership, including school safety and security, resource management, public/media relations, and daily procedures that contribute to a positive learning environment.

[Based on TILS E: An effective instructional leader facilitates learning and teaching through the effective use of resources .]

Required texts: TBD

Students will be expected to read the assigned readings before class each week.

Objectives

The course is designed to provide the student with the opportunity to develop and apply the knowledge and skills needed to do the following at the ILL-B (Instructional Leadership License- Beginning) level and to critique the outcome and the process. They represent the "indicators" of Standard E.

1. Establish a set of standard operating procedures and routines that are understood and followed by all staff. (Coordinate with EDAS 573)
2. Focus the daily operation on the academic achievement of all students.
3. Garner and employ resources to achieve the school's mission.
4. Prepare and regularly monitor an annual operational budget that aligns with the school's improvement plan.
5. Mobilize community resources to support the school's mission.
6. Identify potential problems and is strategic in planning proactive responses.
7. Implement a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.
8. Develop a comprehensive strategy for positive community and media relations.

Course Requirements (details will be comprehensively developed by program faculty)

1. **Participation (face to face or discussion forums): 20%**
2. **Minor Assignments: 20%**
3. **Field Experiences assigned to this course: 30%**
 - a. The student is expected to earn 25-30 hours of field experience associated with this course during this semester. The field mentor and faculty member will collaboratively evaluate the student's performance in each activity.
 - b. Appropriate field experiences are coded as "BG" in the Field Experience handbook.(TBD)
4. **Major project/assignment: 30%**

Grading Scale

90-100%=A;

80-89%=B;

70-79%=C;

60-69%=D

Less than 60%=F

Topical Outline

Units and approximate percent of course emphasis:

1. Fiscal resources/budget (includes grants and federal funding sources): (40% of course time, either face to face or on-line)
2. Community relations: (40% of course time, either face to face or on-line)
3. Standard operating procedures (20% of course time, either face to face or on-line)

(The following duplicates that of Course 571)

Course Information

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Writing Hints: All work must be done APA style.

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<http://www.emotionaliq.com/>

<http://www.helpself.com/iq-test.htm>

E-Lead: 'A blog for school leaders': <http://www.e-lead.org/>

Keirseley Temperament Sorter Website: <http://www.keirseley.com/>

NAESP (Elem school principals): <http://www.naesp.org/>

NASSP (secondary school principals): <http://www.principals.org/>

NMSA (middle schools): <http://www.nmsa.org/>

Teacher Leaders: <http://www.teacherleaders.org/>

<http://www.nea.org/takenote/nsdcweb.html>

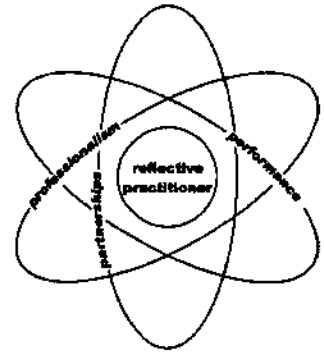
Recommended additional texts/readings

TBD

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES

EDAS 581: Ethics, Advocacy and Advanced School Law

Credit hours: 3 **Prerequisites: EDAS 563**



Meeting Time:

Location:

Faculty:

Office Hours:

Office: **Phone:**

email:

All documents for this course as well as additional information are available at
<http://utconline.utc.edu/>

Catalog Description

The school leader's responsibility for ethical decision making and advocacy are emphasized and applied across all leadership standards. Employment law, special education law and legal issues of current interest and also addressed. Ethical and political implications are developed as fundamental elements of all decision making in schools.

[Based on TILS F: An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.]

Required texts: TBD

Students will be expected to read the assigned readings before class each week.

Objectives

The course is designed to provide the student with the opportunity to develop and apply the knowledge and skills needed to do the following at the ILL-B (Instructional Leadership License- Beginning) level and to critique the outcome and the process. They represent the "indicators" of Standard F.

1. Perform all professional responsibilities with integrity and fairness.
2. Model and adhere to a professional code of ethics and values.
3. Make decisions within an ethical context while respecting the dignity of all.
4. Advocate to district and state-level decision-makers when educational, social or political changes are necessary to improve learning for students.
5. Make decisions that are in the best interests of students and aligned with the vision of the school.
6. Consider legal, moral and ethical implications when making decisions.
7. Act in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.
8. Appropriately apply laws and regulations associated with students with disabilities (IDEA/504) within the school.
9. Hire and dismiss faculty and staff according to legal and contractual requirements.

10. Analyze current procedures with reference to new statute(s) and make changes as appropriate.

Course Requirements (*details will be comprehensively developed by program faculty*)

1. **Participation (face to face or discussion forums): 20%**
2. **Minor Assignments: 20%**
3. **Field Experiences assigned to this course: 30%**
 - a. The student is expected to earn 25-30 hours of field experience associated with this course during this semester. The field mentor and faculty member will collaboratively evaluate the student's performance in each activity.
 - b. Appropriate field experiences are coded as "BG" in the Field Experience handbook.(TBD)
4. **Major project/assignment: 30%**

Grading Scale

90-100%=A;

80-89%=B;

70-79%=C;

60-69%=D

Less than 60%=F

Topical Outline

Units and approximate percent of course emphasis:

1. Applied ethics (45% of course time, either face to face or on-line)
2. Political advocacy: (15% of course time; either face to face or on-line)
3. Special Education Law (15% of course time, either face to face or on-line)
4. Employment Law (15% of course time, either face to face or on-line)
5. Additional current topics in school law (5% of course time, either face to face or on-line)

(The following duplicates that of Course 571)

Course Information

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Teacher Leaders: <http://www.teacherleaders.org/>

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Recommended additional texts/readings

TBD

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES

EDAS 582: Practicum for School Leadership

Credit hours: 3

Prerequisites: 9 credits in School Leadership program

Graded: S/NC

Meeting Time:

Location:

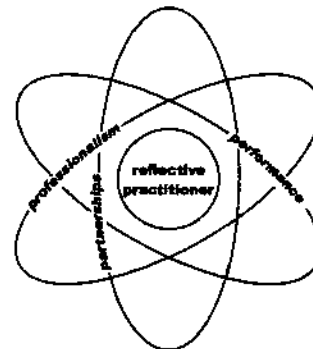
Faculty:

Office Hours:

Office:

Phone:

email:



All documents for this course as well as additional information are available at
<http://utconline.utc.edu/>

Catalog Description

Supervised field experience is structured to give the student the opportunity to demonstrate knowledge and competencies gained in the School Leadership program. Experiences which have taken place throughout the program are also presented and synthesized in this course. An exit portfolio is prepared, representing outcomes and reflections of field experiences. Some seminar work is required throughout the program as part of this course requirement.

[Based on SBE requirements that field experiences are integrated throughout the entire program, that activities are aligned with standards, that performance evaluations are conducted during all field experiences, that practicum seminars for candidates are conducted throughout the program and that a practicum project be required.]

Required texts: TBD

Students will be expected to read the assigned readings before class each week.

Objectives

The student will have the opportunity to demonstrate that s/he can develop and apply the knowledge and skills needed to engage in effective leadership practices in *all standards* at the ILL-B (Instructional Leadership License- Beginning) level.

1. The student will have the opportunity to critique and reflect on his/her performance in the field experiences, their outcomes, and mentor/supervisor evaluations.
2. The student will synthesize the knowledge gained in these experiences to develop a practicum project which will be evaluated as part of the capstone course.
3. The student will analyze and critique leadership decisions and actions through case analysis in seminar sessions.
4. A total of approximately 450 hours of field experience is required: 200 in this course, 200 in previous courses and 50 in the practicum project.

Course Requirements (*details will be comprehensively developed by program faculty*)

1. Seminars: 30%
2. Field Experiences conducted throughout the program and recognized in this course (200 hours): 70%
 - a. Mentor evaluations
 - b. Portfolio presentation
 - c. Reflections
 - d. Development of practicum project (to be presented and evaluated in EDAS 590)

Grading Scale

80-100%=S; Less than 80%= NC

Topical Outline

Units and approximate percent of course emphasis:

1. Seminars throughout the program will be based on needs that arise during field experience (30%)
2. Learning experiences along a developmental continuum that progresses from observing (shadowing and other forms of observation) to participating in (being a part of a team, etc.) to leading school-based activities (being in charge of a committee) related to the core responsibilities of school leaders. Including opportunities to work with diverse students, teachers, parents and communities. (70%)

(The following duplicates that of Course 571)

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