

PROCESS A NON-GENERAL EDUCATION - CURRICULUM PROPOSAL
LIBRARY RESOLUTION FORM REQUIRED

SCC #04-05- 315

Deadlines

October 8, 2004 to be implemented Fall 2005 - February 11, 2005 to be implemented Spring 2005

PROPOSAL TITLE: CHANGE FOR SCHOOL IMPROVEMENT

Sponsor(s) T. MONAHAN E-Mail: monahan@rwan Ext: 4748
G. DOOLITTLE E-Mail: doolittle@rwan Ext: 3637

DEPARTMENT: EDUCATIONAL LEADERSHIP

COLLEGE: EDUCATION

If Liberal Arts & Sciences CHECK: History/Humanities Math/Sciences Social/Behavioral Sciences
 UNDERGRADUATE GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

New non gen-ed course Minor curricular changes (fewer than three) to
 Short-term non gen-ed course Existing non gen-ed course
 Non gen-ed degree requirements
 Major
 Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: [Signature] Date: 10/25/04
Department Curriculum Chair: [Signature] Date: 10/13/04
Academic Dean: [Signature] Date: 10/25/04

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 11/29/04 Approved Not Approved

COLLEGE CURRICULUM CHAIR: [Signature]

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement: 12/20/04

Comments: _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 3/8/05

Approved Not Approved

REGISTRAR

Date: 3/31/05 Course Description Received & Approved - Reg's Taxonomy & Course #: 0827510

Registrar Signature: [Signature]

NOTIFICATION FORWARD

SCC Chair Academic Dean Department Chair Registrar IR CAP
 VP Student Affairs Others

Jan 4 2005

NEW COURSE PROPOSAL

3/5

Details

Course title: Change for School Improvement

Sponsor: Gini Doolittle (for the Faculty of the Educational Leadership Department)

Credit Hours: 3 s.h.

Level: Graduate

Prerequisites: Instructional Leadership and Supervision (0828.522)

Suggested Time Frame and Scale of Implementation: This course will be offered beginning in the fall 2005 and, at a minimum, will be offered during the fall and spring semesters of each academic year.

Curricular Effect

Offerings: This proposed course will offer students an advanced leadership experience in P-12 or higher education settings. Serving our principal and supervisor preparation programs, the reasons supporting this change are offered and explained below in “Rationale of the Proposed New Course”.

Adequacy of Present Resources: The Educational Leadership faculty believes that no new resources – human, material, equipment, space, or library – will be required to support this new course. Our present faculty resources provide a minimum of four individuals who could adequately teach the course. We anticipate that we will be able to meet the demand for this new requirement by offering one section of the course each fall and spring semester.

Recommended Library Resources: We have consulted with our department’s library liaison, Dr. Greg Potter, and we have determined that we will not require any substantial influx of new materials to support this course. Further, we have determined that there is an abundance of rich and varied literature and materials that are available to students and professors via the World Wide Web.

Short Term Evaluations: None, does not apply.

Rationale for the Proposed New Course

Introduction: *Change for School Improvement* is an advanced graduate level course offering students the knowledge, skills, and dispositions for leading change in a professional context. Students will acquire an understanding of the change process and learn how to organize a school environment in order to maximize learning for all. Problem identification, especially as it relates to analyzing data for school improvement is emphasized along with enhancing understanding of how culture and trust contribute to the readiness for change, dealing with resistance, and reflective practice. The course also helps students fulfill the requirements for administrative

licensure for the State of New Jersey and meet the requirements within the College of Education for graduation. Materials for this course will be incorporated into each student's portfolio.

Essence of the Course

Objectives:

1. Students will learn and become familiar with the theories of change
2. Students will acquire the skills and dispositions for facilitating change.
3. Students will acquire the knowledge required for problem-identification, data-based decision making for improving instruction, facilitating change, building capacity, promoting effective communications, and improving school-community relations.
3. Students will acquire the skills necessary to develop effective school community relations and involving divergent stakeholder groups in the school improvement process. As part of the course, students will understand how to access research and other educational resources aimed at enhancing the teaching and learning process.
4. Students will understand the processes for and value of engaging in reflective practice.
5. Students will engage in an field-based action research project, identifying and using appropriate data in the decision-making process. Results of the study will be communicated to school personnel, school improvement team, or other appropriate stakeholder groups.

Topical Outline:

1. Course introduction including: review of leadership and organizational literature, use of demographic and context data leading to school improvement.
2. Examination of theories underpinning change including problem identification, visioning, group/team processes, effective communication, conflict resolution, diversity, and reflective practice.
3. Examining models for change including strategic planning, shared-decision making, participatory management, and systems theory applied to the current press for standards and accountability.
4. Understanding the importance of collaboration as a critical leadership skill in improving instruction for all students.
5. Develop and complete an action research project, identifying and using appropriate data collection strategies in one or more of the following areas: shared-decision making, school-community relations, demographics, advocacy, professional development, mission and vision, and monitoring and evaluation.
6. Develop and implement a plan for conveying the results of the study to stakeholder groups including internal constituencies and external groups, especially community groups.

7. Examine how reflective practices contribute to learning about and developing expertise for facilitating change.

Evaluation of Students and Grading Procedures: Student performance will be evaluated on the basis of an assessment of designated course products. Grading will be on an A-F scale. Consistent with present practice and policy established by the University through the Graduate School, students whose performance is assessed to be below the grade of “C” will receive no credit for the course.

Course Evaluation: The adequacy of the course will be determined using multiple measures from multiple data sources. At the conclusion of each semester, the course will be evaluated through an analysis of student-completed course evaluation forms. In addition, beginning with the year immediately following its first full year of implementation; that is, beginning in the spring of the second year, the course will be evaluated through an analysis of survey forms administered to course alumni (i.e., students who have previously completed the course). Finally, as part of its annual curriculum review, the Educational Leadership faculty will assess the adequacy of the course through syllabus review, review of pertinent student data, and anecdotal records regarding the efficacy of the course.

Results of Consultations: Insofar as the approval of this proposed course does not duplicate any existing course within the College of Education, is not inter-disciplinary, and will not have any detrimental effect on any other department, program, or student, no consultations outside the department have been solicited.

Catalog Description:

0827.xxx

Change for School Improvement

3 s.h.

(Prerequisite: 0828.522)

This advanced course in school leadership enables students to better understand the change process, further developing their analytic skills for improving the teaching and learning process. This course is offered annually and includes a field experience component.