

CURRICULUM PROPOSAL FORM 1999-2000

(C)

**NON-GENERAL EDUCATION PROCESS A**

**\*DEADLINES:** Deadline dates for 1999/2000 submissions: Regular proposals: October 22, 1999 to be implemented in Fall 2000; Short-Term proposals: December 10, 1999 to be implemented in Fall, 2000; Regular proposals February 18, 2000 to be implemented in Spring, 2001; March 24, 2000 for short-term courses to be implemented in Spring 2001.

0828.503

**PROPOSAL TITLE:** Leading the Learner-Centered School

**SPONSOR(S):** Dr. Christine A. Johnston

**DEPARTMENT:** Educational Leadership

**COLLEGE:** Education

**IF LAS CHECK ONE:**  History/Humanities  Math/Sciences  Social/Behavioral Sciences

**Check one:**  Undergraduate  Graduate

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

New non-gen-ed course

Short-term non-gen-ed course

Minor curricular changes (fewer than three) to:

- existing non-gen-ed course
- non-gen-ed degree requirements
- major
- minor, specialization, concentration, track, certificate program

**DEPARTMENT**  
(Signature indicates approval)

*See attached for signatures*

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Dept. Curriculum Chair / Date

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Dept. Chairperson / Date

**ACADEMIC DEAN**

Approved  Not Approved  Comments:

Dean's Signature/Date *[Signature]* 3/8/00

**COLLEGE CURRICULUM COMMITTEE**

Date of open hearing (if necessary) \_\_\_\_\_ Approved  Not Approved \_\_\_\_\_

Comments:

Signature of College Chair/Date: Joy Beor

**UNIVERSITY CURRICULUM COMMITTEE**

Date Received/Processed 4/26/00

Comments:

Curriculum Chair Signature [Signature] Date Announced At Senate 7/11/00

**EXECUTIVE VICE PRESIDENT/PROVOST**

Approved  Not Approved \_\_\_\_\_ If no, reasons are as follows:

Student Credit Hours \_\_\_\_\_ Faculty Load Hours \_\_\_\_\_ Equalized Credit Hours \_\_\_\_\_

Official Copy & Approval Sheet Filed (Date): \_\_\_\_\_ Executive VP/Provost Signature/Date [Signature] 5/22/00

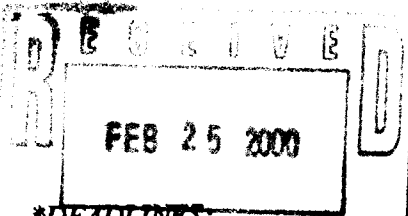
**REGISTRAR**

Date Approved Course Description Received 5/25/00 Hegis Taxonomy & Course Number Assigned CE28.503

Registrar Signature/Date Robert A. Kulat 5/25/00

**NOTIFICATION FORWARD**

\_\_\_\_\_ Senate Curriculum Committee Chairperson \_\_\_\_\_ Academic Dean(s)  
\_\_\_\_\_ Department Chairpersons \_\_\_\_\_ Registrar \_\_\_\_\_ Sponsor(s)



PROPOSAL NUMBER: 99-

SCC#00  
3/2

# CURRICULUM PROPOSAL FORM

**\*DEADLINES\***  
REGULAR COURSE PROPOSALS: OCTOBER 23, 1998 FOR FALL, 1999 AND FEBRUARY 19, 1999 FOR SPRING, 2000  
SHORT-TERM COURSE PROPOSALS: DECEMBER 11, 1998 FOR FALL, 1999 AND MARCH 26, 1998 FOR SPRING 2000

PROPOSAL TITLE: Leading the Learner-Centered School

SPONSOR/S: Dr. Christine Johnson

DEPARTMENT: Department of Educational Leadership

CHECK ALL THAT APPLY:

UNDERGRADUATE       GRADUATE

COLLEGE: Education

If LAS:     History/Humanities  
 Math/Sciences  
 Social/Behavioral Sciences

\* \* \* \* \*

TYPE OF PROPOSAL (Check ALL that Apply)

<input type="checkbox"/> General Education	<input checked="" type="checkbox"/> New Course (NOT Gen. Ed.)
<input type="checkbox"/> New Course in <u>Bank</u>	<input type="checkbox"/> Name Change (Dept., School, Major)
<input type="checkbox"/> Existing course, Add To <u>Bank</u>	<input type="checkbox"/> Changes in Degree Requirements
<input type="checkbox"/> Multicultural/Global Designation	<input type="checkbox"/> Changes Involve Gen. Ed. requirements
<input type="checkbox"/> Writing Intensive Designation	<input type="checkbox"/> Minor Changes to Existing Courses
<input type="checkbox"/> New Minor/Concentration/Specialization	<input type="checkbox"/> Course is NOT General Education
<input type="checkbox"/> New Major/Degree Program	<input type="checkbox"/> Course IS General Education
<input type="checkbox"/> Short Term Course Proposal	

DEPARTMENT (SIGNATURE INDICATES APPROVAL)

Sharon Monah    2/25/2000      Christine Johnson    2/25/2000

DEPT. CURRICULUM CHAIR / DATE      DEPT. CHAIRPERSON / DATE

<p>COLLEGE CURRICULUM COMMITTEE</p> <p>DATE OF OPEN HEARING (if necessary) _____</p> <p><input checked="" type="checkbox"/> APPROVED</p> <p><input type="checkbox"/> NOT APPROVED</p> <p>COMMENTS:</p> <p><u>Judy Blon</u>      <u>4/4/00</u></p> <p>SIGNATURE      DATE</p>	<p>ACADEMIC DEAN (&amp; GRADUATE DEAN, for New Graduate Programs Only)</p> <p><input type="checkbox"/> APPROVED</p> <p><input type="checkbox"/> NOT APPROVED</p> <p>COMMENTS:</p> <p>_____ SIGNATURE (Academic Dean)      DATE</p> <p>_____ SIGNATURE (Graduate Dean)      DATE</p>
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## Curriculum Proposal

- Title:** Leading the Learner-Centered School 0828, 503
- Sponsor:** Christine A. Johnston  
Department of Educational Leadership
- Credit Hours:** 3
- Course Level:** Graduate
- Prerequisites:** None
- Implementation:** Course will be offered every semester beginning Fall 2000
- Curricular Effect:** Course replaces the former Educational Psychology requirement for the Masters in Secondary Administration and the Masters in Elementary Administration as per agreement with the Department of Psychology.
- Staff:** No new staff required  
No new costs incurred
- Library Resources:** Resource list submitted to library liaison (see attached)
- Short Term Evaluations:** None
- Rationale:** The development of this course is occasioned by the recent NCATE review of the Educational Administration program. At that time the developers of the Elementary and Secondary Administration folio became aware of the increased interest of professional educational associations (National Association of elementary School Principals and National Association of Secondary School Principals) in a number of areas concerning student services, family-community-school relations, and student growth and development. The proposed course is a pro-active approach to address these concerns while positioning the department to remain abreast of current trends in educational leadership. The course does not overlap with existing courses. It is unique in its focus on learning and in its attention to nurturing the

learning environment in schools as a fundamental principle of school administration.

**Course Objectives:**

- To provide would-be school leaders, program managers, supervisors and directors with insights into the issues that are involved in leading the learner-centered school.
- To focus on the best ways to facilitate learning for the diverse range of students found within our schools.
- To examine how the educational environment can be organized to maximize learning for all.

**Outcomes:**

Students will be able to:

- Demonstrate a clear understanding of learning processes
- Appreciate the child as a learner
- Explain how schooling promotes learning
- Describe the nature of the leadership and organizational climate necessary to promote effective learning
- Develop model learning partnerships within the school-community context

**Course Syllabus:** Attached

**Evaluation of Students:**

Adult Learners will demonstrate their individual growth in knowledge, skill, and judgment over the sixteen-week period by developing a portfolio of work (See Course Evaluation below for a detailed description)

**Course Evaluation:** Course evaluation will be accomplished through the use of student evaluations four weeks from the conclusion of the semester, peer visits, and student learning-community feedback

**Results of Consultations:**

This new course proposal is suggested by the curriculum Committee, the faculty, and the chairperson of the Educational Leadership Department.

**Additional Information:**

None



### III. Understanding the Nature of the Child/Learner Within Our School Context

- A. The child/learner and the classroom environment
  - 1. Building a safe and secure climate
  - 2. Peer and professional nurturing
- B. The child and the learning environment
  - 1. Curriculum and development
  - 2. Instructional modes
- C. The child/learner and the schooling environment
  - 1. Acclimating to the culture
  - 2. Developing self within the learning context

### IV. Leading to Achieve the Learner-Centered School

- A. The use of an effective planning process
  - 1. Establishing a vision for the learner-centered school
  - 2. Involving the stake holders
  - 3. Establishing the plan
  - 4. Evaluating the outcomes
- B. The implementation of the plan
  - 1. Communicating with students, families, professional staff and community resources
  - 2. Building partnerships within the school-community context
- C. The monitoring of the over-all school program
  - 1. Determining the degree of learner-centeredness
  - 2. Establishing measures for assessing learner-centered outcomes
  - 3. Applying mid-point corrections

**Student Evaluation:** Adult Learners will demonstrate their individual growth in knowledge, skill, and judgment over the sixteen-week period by developing a portfolio of work which includes the following components:

- 1) five interviews and analyses for the purpose of discerning how these individuals' work specifically and collectively contributes to the welfare of the learner: a) child study team director; b) a school principal; c) the president of the teacher's association; d) a parent; and e) the newest member of the school board
- 2) four personal reflections (all of which record the graduate student's internal conversation about how his/her effort is directly focused on the purpose of schooling, the learner.)
- 3) critical analyses of current publications on topics related to the course syllabus

Assignments are to be maintained as a portfolio organized under the following headings

- 1) course notes

- 2) interviews and analyses
- 3) book critiques and analyses
- 4) personal reflections
- 5) learning community

Library resources: Brooks, M. (1994). In search of understanding: The case for constructivist classrooms. Alexandria, VA:ASCD.

Johnston, C. (1998). Let me learn. Thousand Oaks: Corwin Press.

Vaill, P. B. (1996). Learning as a Way of Being. San Francisco, CA: Jossey - Bass, Inc.

Periodicals:

Brown, A. (1994). The advancement of learning. Educational Researcher, 23,8, 4-12.

Glickman, C. (1990). Pretending not to know what we know. Educational Leadership, 48(4), 4-10.

Pallas, A. (1993). Schooling in the course of human lives. The social context of education and the transition to adulthood in industrial society,. Review of Educational Research, 63, 4, 409-447.

Salomon, G. (1997). Novel constructivist learning and novel technologies: Some issues to be concerned with. Invited keynote address presented at the EARLI meeting, Athens, August, 1997).

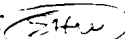
Spender, D. (1997). From the factory system to portfolio living. Address. ERIC



*Educational Leadership*

February 22, 2000

TO: The College of Education Curriculum Committee

FROM: Edward H. White, Jr., Professor and Chair 

RE: Proposed Curricular Changes

This is to advise you that that, at our department meeting on February 22, 2000, the Educational Leadership approved the following proposals for curricular changes:

- (1) Proposed minor curriculum change: Change prerequisites for selected courses in the administrative track within the M.A. in Higher Education
- (2) Proposed minor curriculum change: Additions and deletions of selected courses within the elective bank of the specialization in mathematics in the instructional track within the M.A. in Higher Education
- (3) Proposed major curriculum change: Updating the curriculum (including the development of new courses) of the specialization in computer science within the M.A. in Higher Education
- (4) Proposed minor curriculum change: Change in the credit designation for the course entitled *Dissertation Research in Educational Leadership (0824.795)* **from** 12 s.h. **to** variable credit 1-12 s.h. and an accompanying change in the catalog course description.
- (5) Proposed new course: *Leading the Learning Centered School (3.s.h.)*

These are all important changes that will enhance the quality of the program, and I urge the College Curriculum committee to approve them. Should you require additional Information, please contact me.