

Date of request: 24-SEP-2018

Request ID: E-2018-ELRT-73

College: E

Department: ELRT

Initiator name: Louann Bierlein-Palmer

Initiator email: l.bierleinpalm@wmich.edu

Proposed effective term: 201940

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: G

Proposed course data:

Change Course EDLD 6800

Specific Course Change type selected: Title

Specific Course Change type selected: Description

Specific Course Change type selected: Enrollment restriction

1. Existing course prefix and number:

EDLD 6800

2. Proposed course title:

High Impact District Governance and Community Relations

3. Major and/or minor restrictions:

Include

4. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

This course is restricted to the following major(s):

Central office certificate (ELSC)

Educational Leadership Specialist (ELDS)

Educ Ldship:K12 Leadership (ELKD)

ED LDSHIP:CAREER/TECHNICAL ED (ELTD)

Educ Ldship: Workforce Ed & Development (ELWD)

5. Existing Banner course title:
The Superintendency

6. Proposed course title to be entered in Banner:
Dist Gov & Community Relations

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
Yes

B. Please choose the applicable class level:
Graduate

C. Please choose Yes or No to indicate if this class is a General Education class:
No

D. Explain briefly and clearly the proposed improvement.

1) Update the course title to reflect current leadership terms, changing it from The Superintendency to High Impact District Governance and Community Relations.

2) Update the course description to reflect current leadership language being used in the profession.

3) Remove existing prerequisite language and notes, since those are now technically called course restrictions.

4) Update course restrictions to enrollment in certain graduate programs: Central office certificate (ELSC); Educational Leadership Specialist (ELDS); two Ph.D. concentrations - Educ Ldship:K12 Leadership (ELKD), EDLDSHIP:CAREER/TECHNICAL ED (ELTD - old code), and Educ Ldship: Workforce Ed & Development (ELWD - new code F17)

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

The updated title and course description are reflective of current terms and language used within the field. Modifying the course restrictions for this course, as well as five other courses required for Michigan's central office endorsement, is needed to ensure course restriction consistency.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

The core outcomes to be assessed for this course, as part of our CAEP program accreditation, include five Educational Leadership Constituent Council (ELCC) standards: ELCC 1.4 (Candidates understand and can evaluate district progress and revise district plans supported by district

stakeholders); ELCC 4.1 (Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment); ELCC 4.2 (Candidates understand and can mobilize community resources by promoting understanding, appreciation and use of the community's diverse cultural, social and intellectual resources throughout the district); ELCC 4.3 (Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers); and ELCC 4.4 (Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners).

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. Input obtained from students, as well as our department's principal and superintendent advisory committees, revealed the need for updated course titles and descriptions. Recent work on our accreditation report submissions also revealed some inconsistencies.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. This course is only required within programs within the ELRT department. By continuing to use the same course numbers, it lessens any confusion that might arise with the title change.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This particular course, EDLD 6720, is required within our Central Office Certificate, Ed.S., and Ph.D. in Educational Leadership, K-12 and WFED concentrations. All faculty affiliated with these programs are aware of, and support, the updated title and course descriptions.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale. These updated title and course description changes will not impact existing students. The consistent course restrictions will make things clearer to students and staff helping student enroll for such classes.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

The proposed updated title and course description changes may help in the marketing of our existing programs. There are also beneficial to students as they depict currency in the content being covered in the courses.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)
These proposed changes will not impact resources since this is an existing course.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not Applicable

O. Current catalog copy:

EDLD 6800 - The Superintendency

This course examines the line and staff roles involved in the superintendency with emphasis on the role of the superintendent of schools as the chief executive officer in school and school-related organizations.

Prerequisites/Corequisites: Prerequisite: Master of Arts in Educational Leadership or equivalent master's degree program, or permission of instructor.

Credits: 3 hours

Notes: Open to Graduate students only.

P. Proposed catalog copy:

EDLD 6800 - High Impact District Governance and Community Relations

This course examines central office district leadership roles and processes, including issues related to accountability, governance, and community relations. Includes a key focus on knowledge and leadership strategies leaders need to ensure districts serve students, families, and the community in an inclusive, responsive, transparent, and continuous improvement-

focused manner.

Enrollment Restriction: Admission to the Central Office Certificate, Ed.S. or Ph.D. in Educational Leadership (K-12 or WFED concentration) or instructor approval.

Credits: 3 hours

Department Curriculum Chair approver: Sue Poppink

Department Curriculum Chair comment:

Date: 10-OCT-2018

Department approver: Donna Talbot

Chair comment:

Date: 10-OCT-2018
