

# REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: ELRT PROPOSED EFFECTIVE SEMESTER: Fall 2018 COLLEGE: Ed & Human Development  
**PROPOSED IMPROVEMENTS**

## Academic Program

- ☐ New degree\*  
☐ New major\*  
☐ New curriculum\*  
☐ New concentration\*  
☐ New certificate  
☐ New minor  
☒ Revised major  
☐ Revised minor  
☒ Admission requirements  
☐ Graduation requirements  
☐ Deletion ☐ Transfer  
☐ Other (explain\*\*)

## Substantive Course Changes

- ☐ New course  
☐ Pre or Co-requisites  
☐ Deletion (required by others)  
☐ Course #, different level  
☐ Credit hours  
☐ Enrollment restriction  
☐ Course-level restriction  
☐ Prefix ☐ Title and description  
 (attach current & proposed)  
☐ General education (select one)  
 Not Applicable  
☐ Other (explain\*\*)

## Misc. Course Changes

- ☐ Title  
☐ Description (attach current & proposed)  
☐ Deletion (not required by others)  
☐ Course #, same level  
☐ Variable credit  
☐ Credit/no credit  
☐ Cross-listing  
☐ COGE reapproval  
☐ Other (explain\*\*)

\*\* Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Ed.S. in Educational Leadership [ELDS]

Existing course prefix and #: Proposed course prefix and #: Credit hours:

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: ☐ No ☐ Yes

c. Repeatable for credit: ☐ No ☐ Yes

d. Mandatory credit/no credit: ☐ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☐ Lecture

2. ☐ Lab or discussion

3. ☐ Lecture/lab/discussion

4. ☐ Seminar or ☐ studio

5. ☐ Independent study

6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Date

Chair, College Curriculum Committee

Date

Dean

Date:

Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

\* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

\* ☐ Approve ☐ Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.
  - a) Specifies the admissions criteria to require a completed Master's degree prior to starting this Ed.S.
  - b) Reduced the total minimum number of credits from 60 credits (including credits from a Master's degree) to at least 30 credits (taken beyond at least a 30 credit Master's degree).
  - c) Delineated two options which align with state K-12 administrator certification requirements: Central Office Endorsement (30 credits) and Building Level Endorsement (38 credits).

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

- a) In practice we have long required a Master's degree prior to entrance into this Ed.S. (since this program focuses on working professionals with at least a few years of leadership experience).
- b) Although this Ed.S. has on paper required a minimum of 60 credits, in reality, students were required to take between 30 – 38 credits once we included their Master's degree credits. By simply requiring a minimum of 30 credits beyond an existing Master's degree, the information about the program is more accurate for students (and perhaps viewed as more affordable)
- c) By delineating two options which align with state administrator certification, this offers clarity to existing and potential students.

3. 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.

These revisions have no impact on other departments or programs, in that all courses are current courses offered within the department.

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

All of the required courses are already being taken by Ed.S. students (as well as our K-12 Ph.D. and/or MA students).

5. 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.

There is no impact on enrolled students since these revisions depict what is already happening for students once their master's degree credits were considered.

6. 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?

These revisions may help increase the enrollment within the Ed.S. program by a few students each year.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university library affirming that the library resource issues have been reviewed. 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 revisions will not require any additional resources since all courses are already taught, and the revisions actually reflect current practice.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

Not applicable

9. List the 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 same learning outcomes apply as when the original program was created. All students must meet the state and professional standards associated with K-12 certification, as well as to create and successfully defend a specialist project. Here are the state and standards:

**Standard 1.0:** Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.

**Standard 2.0:** Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.

**Standard 3.0:** Graduates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

**Standard 4.0:** Graduates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5.0:** Graduates are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly.

**Standard 6.0:** Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.

**Standard 7.0:** Graduates are educational leaders who have the ability and experience to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This is based on feedback acquired from existing and potential students regarding their confusion on whether, and to what degree, their master's credits would count within the Ed.S. This revision clarifies that issue.

11. (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

12. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given course and/or program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

See attached.

## Current Catalog Copy

### Specialist in Education in Educational Leadership

↩ Return to: Departments and Programs

Advisors: Walter Burt, Brett Geier, Joseph Kretoivics, Nancy Mansberger, Dennis McCrumb, Sue Poppink, Patricia Reeves, Jianping Shen  
Room 3571, Sangren Hall.

The Specialist in Education (Ed.S.) prepares individuals for leadership roles in K-12 educational administrative positions. The Ed.S. is a degree appropriate for students wishing to initially earn a post-master's, but not doctoral, degree. Persons seeking admission to the Ed.S. program should be clear about academic and professional goals and aspirations. Students are cautioned that satisfactory completion of courses prior to admission to the Department program does not guarantee admission to the program.

### Admission Requirements

Applicants to the Ed.S. program should review the application requirements found at <http://www.wmich.edu/leadership/academics/ed-leadership/specialist>. Admission deadlines, criteria for admission, and application materials can be found on the department website.

### Program Requirements

A program of study consists of a minimum of 60 credit hours beyond the baccalaureate degree and leads to an Ed.S. degree. In addition to the Ed.S. degree, a student can be recommended to receive endorsement from the state as a central office administrator, if the appropriate courses are completed as follows (or equivalents as determined by the student's advisor):

- EDLD 6020 - Educational Leadership, Systems and Change **Credits:** 3 hours
- EDLD 6060 - Advanced Systems Thinking **Credits:** 3 hours
- EDLD 6300 - Data-Informed Decision-Making, Research and Evaluation **Credits:** 3 hours
- EDLD 6610 - School Law & Ethics **Credits:** 3 hours
- EDLD 6620 - School Business Management **Credits:** 3 hours
- EDLD 6630 - Personnel Administration **Credits:** 3 hours
- EDLD 6640 - Curriculum, Instruction and Assessment Leadership **Credits:** 3 hours
- EDLD 6670 - The Principalship **Credits:** 3 hours
- EDLD 6720 - School Finance **Credits:** 3 hours
- EDLD 6730 - Instructional Leadership and Supervision **Credits:** 3 hours
- EDLD 6740 - School Community Relations and Cultural Competence **Credits:** 3 hours
- EDLD 6800 - The Superintendency **Credits:** 3 hours
- EDLD 6810 - Policy Development **Credits:** 3 hours
- EDLD 7120 - Professional Field Experience **Credits:** 2 to 12 hours
- 3 hours
- EDLD 7200 - Specialist Project **Credits:** 1 to 6 hours
- 6 hours needed
- EMR 5400 - Fundamentals of Evaluation, Measurement, and Research **Credits:** 3 hours

### Select either:

- EDLD 6850 - Facilities and Technology Systems for Learning **Credits:** 3 hours
- OR
- EDT 6490 - Instructional Technology Leadership **Credits:** 3 hours

**Electives**

- 6 credit hours from Master's degree or other courses as approved by the advisor to meet the student's program needs.

**Note**

Depending on a student's goals, an Ed.S. program of study (equaling at least 60 credits) other than the list of courses noted above may be developed by that student's advisor. This may lead to receipt of an Ed.S. degree and a recommendation to receive, from the state, the K-12 Administrator Certificate and the basic principal endorsements.

Upon completion of an Ed.S. degree in Educational Leadership from WMU, any such student admitted to the Ph.D. in Educational Leadership will be able to count up to 60 graduate credit hours towards the 90 credit hour (post bachelors) required within that Ph.D. degree. This means that for such students, notwithstanding any other policy, the minimum credit hours required to be taken at WMU after admission to such a doctoral program is 30 credit hours (including dissertation credits). There is also no specific number of courses prescribed in order to meet the residency requirement for students within the Ed.S. in Educational Leadership program.

## Proposed New Catalog Copy (major changes highlighted)

### Specialist in Education in Educational Leadership

Advisors: Louann Bierlein Palmer, Walter Burt, Brett Geier, Joseph Kretoivics, Dennis McCrumb, Sue Poppink, Patricia Reeves, Jianping Shen  
Room 3571, Sangren Hall.

The Specialist in Education (Ed.S.) prepares individuals for leadership roles in K-12 educational administrative positions. The Ed.S. is a degree appropriate for students wishing to initially earn a post-master's, but not doctoral, degree. Persons seeking admission to the Ed.S. program should be clear about academic and professional goals and aspirations. Students are cautioned that satisfactory completion of courses prior to admission to the Department program does not guarantee admission to the program.

### Admission Requirements

Applicants to the Ed.S. program should review admission deadlines, criteria for admission, and application link, which can be found on the department website. A student must have a completed master's degree with at least a 3.0 GPA prior to beginning the Ed.S. in Educational Leadership program.

### Program Requirements

The Ed.S. program of study consists of a minimum of 30 credit hours taken after the completion of at least a 30 credit master's degree (for a total of at least 60 credits beyond the baccalaureate degree). In addition to the Ed.S. degree, a student can be recommended to receive endorsement from the state as a central office or building level administrator, if the appropriate courses are completed as follows (or equivalents as determined by the student's advisor):

#### 1. School Administrator Certification: Central Office Endorsement (30 credits)

- EDLD 6060 - Advanced Systems Thinking **Credits:** 3 hours
- EDLD 6630 - Personnel Administration **Credits:** 3 hours
- EDLD 6720 - School Finance **Credits:** 3 hours
- EDLD 6800 - The Superintendency **Credits:** 3 hours
- EDLD 6810 - Policy Development **Credits:** 3 hours
- EDLD 6850 - Facilities and Technology Systems for Learning **Credits:** 3 hours
- EDLD 7120 - Professional Field Experience **Credits:** 2 to 12 hours (3 hours needed)
- EDLD 7200 - Specialist Project **Credits:** 1 to 6 hours (6 hours needed)
- EMR 5400 - Fundamentals of Evaluation, Measurement, and Research **Credits:** 3 hours

#### 2. K-12 School Administrator Certificate: Building Level Endorsement Option (38 credits)

- EDLD 6020 - Educational Leadership, Systems and Change **Credits:** 3 hours
- EDLD 6300 - Data-Informed Decision-Making, Research and Evaluation **Credits:** 3 hours
- EDLD 6610 - School Law & Ethics **Credits:** 3 hours
- EDLD 6620 - School Business Management **Credits:** 3 hours
- EDLD 6640 - Curriculum, Instruction and Assessment Leadership **Credits:** 3 hours
- EDLD 6670 - The Principalship **Credits:** 3 hours
- EDLD 6730 - Instructional Leadership and Supervision **Credits:** 3 hours
- EDLD 6740 - School Community Relations and Cultural Competence **Credits:** 3 hours
- EDLD 6793 - Principal Internship I **Credits:** 3 hours
- EDLD 6794 - Principal Internship II **Credits:** 2 hours
- EDLD 7200 - Specialist Project **Credits:** 1 to 6 hours (6 hours needed)
- EMR 5400 - Fundamentals of Evaluation, Measurement, and Research **Credits:** 3 hours

**Note**

Depending on a student's goals, an Ed.S. program of study (equaling at least 30 credits) other than the list of courses noted above may be developed by that student's advisor.

Upon completion of an Ed.S. degree in Educational Leadership from WMU, any such student admitted to the Ph.D. in Educational Leadership will be able to count at least 30 graduate credit hours towards the 60 credit hour required within that Ph.D. degree. This means that for such students, notwithstanding any other policy, the minimum credit hours required to be taken at WMU after admission to such a doctoral program is 30 credit hours (including dissertation credits). There is also no specific number of courses prescribed in order to meet the residency requirement for students within the Ed.S. in Educational Leadership program.