

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: ELRT PROPOSED EFFECTIVE SEMESTER: Fall 2016 COLLEGE: Ed & Human Development

PROPOSED IMPROVEMENTS

Academic Program

- 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

- 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
General education (select one)
Other (explain**)

Misc. Course Changes

- 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: MA in Educational Leadership: K-12 Principal & Interscholastic Athletic Administration

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)

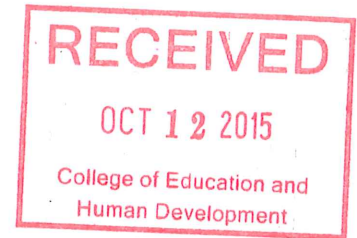
- 1. Lecture 2. Lab or discussion 3. Lecture/lab/discussion 4. Seminar or studio 5. Independent study 6. Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director: DR Hagbaf Date: 10-9-15
Chair, College Curriculum Committee: Carol Under Date: 11-4-15
Dean: Mark K. Fisher Date: 10-5-15 Graduate Dean:
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.

Create a new concentration entitled: MA in Educational Leadership: K-12 Principal & Interscholastic Athletic Administration. This concentration would be placed within the existing MA in Educational Leadership program.

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

Michigan and many other states require school principals to become state certified and this is often accomplished by completing a MA in Educational Leadership (which is the case for the existing MA in Educational Leadership: K-12 Principal Leadership concentration at WMU).

To handle the role of being an Athletic Director (AD), many smaller school districts may combine a principal role with part-time AD responsibilities, even though they may not have taken any formal training for the AD. In other districts, a teacher who had also been coaching may take on the role of full or part-time AD, but the district wants them to have state administrative certification. By offering this new concentration which combines the K-12 Principal concentration with an emphasis in Interscholastic Athletic Administration, WMU will be offering a unique program that allows someone to obtain state administrative certification and the knowledge necessary to serve as an AD.

Also, all courses within this new proposed concentration as slated to be offered fully on-line, so this program could serve students throughout Michigan and in the many other states that have administrative certification reciprocity.

Note: In order for WMU to recommend to that state that students who complete this concentration receive state administrative certification, a separate application to approve this concentration for this purpose will need to be submitted to the Michigan Department of Education. Given the requirements that such certification be embedded as part of an approved MA, it is important that this be a separate concentration (instead of simply a specialty area).

In a neighboring state, Dr. Ming Li launched a similar program. The availability of the classes online, as well as the opportunity for potential career growth attracted many applicants. Anecdotally, conversations with our advisor group of superintendents were very positive regarding this master's concentration. Superintendents felt as if coaches and athletic directors would see this degree expanding their career opportunities (since the AD position is often seen as a "dead end" position).

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.

The concentration was developed in conjunction with the Department of Human Performance and Health Education (HPHE), and three of their existing courses (HPHE 6640, 6690, 6630) will be required, and two courses (HPHE 6600, 7120) will be options. A letter from the HPHE department chair is attached offering their support for this new concentration.

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

All educational leadership (EDLD) courses required within this program are already offered, and given recent decreases in MA enrollment, there is adequate room in existing courses. In addition, adequate capacity to advise these students exists as well. As needed, additional part-time faculty (who are also working practitioners) can be hired to cover any additional sections. For the HPHE courses, all are also existing courses and if new sections are needed, part-time faculty can be obtained.

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.

This is a new concentration and thus will not impact existing students. If an existing MA in Educational Leadership student wants to take the additional credits required in this concentration (beyond the current 30

credits required in the K-12 Principal Leadership concentration), they will be allowed to change to this concentration and just take those additional credits.

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?

We anticipate that this will initially be attractive to 10-15 students per year who are interested in serving as a full or part-time AD and also receiving state administration certification. Because all courses will be available fully online and it is a program not currently available at any other university in Michigan, it is anticipated that this number could grow as we market to additional regions and states.

7. 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.)

There is no significant additional costs anticipated for this new proposed program concentration because all existing courses are already in place. There will be the need for coordination between EDLD and HPHE faculty surrounding the professional field experiences, and overall program, but again, this will be manageable with existing resources. There is a two semester internship/field experience associated with this program, but the faculty-level supervision for those students enrolled can be accomplished via electronic means (e.g., Facetime, Skype, etc) for any students outside an easily accessed region (or even if in a different state). In this case, supervision involves "meeting" with the student and student's supervisor to develop an internship activities plan; as the internship/field experience progresses, additional follow-up is required to make sure the plan is being followed or if changes need to be made.

A letter from the director of WMU libraries is also attached acknowledging that no additional library resources are needed for this concentration since courses are being pulled from two existing MA concentrations (the MA in Educational Leadership and the MA in Coaching Sport Performance).

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.) **NA**
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.

This concentration will cover all standards required by the state of Michigan for administrative certification, as well as the CAEP accreditation standards associated with that degree (with those standards detailed in separate document totaling dozens of pages). In addition, students graduating from this concentration will learn the skills needed to function as an Athletic Director, including planning, management, marketing, and ethics in sports.

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 new concentration is in response to the need to look for new markets for existing programs and courses (as encouraged in the recent academic program reviews for the MA in Educational Leadership). By offering all needed classes fully on-line, we will be able to serve students from a much broader region.

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. **NA**

Master of Arts in Educational Leadership

The Department of Educational Leadership, Research and Technology offers a Master of Arts in Educational Leadership with concentrations in ~~four~~ **five** areas: (1) K-12 School Principal Leadership; **(2) K-12 School Principal Leadership & Interscholastic Athletic Administration**; (23) K-12 Teacher Leadership; (34) Organizational and Global Leadership; and (4-5) Higher Education and Student Affairs Leadership.

K-12 School Principal Leadership & Interscholastic Athletic Administration, 39 hours

This concentration is designed to prepare a student for the leadership role of being a building principal, as well as an athletic director. Pending approval from MDE, students who complete this concentration will be recommended to receive, from the state of Michigan, the Administrator Certificate, with the Elementary/Secondary Administrator K-12 Building Endorsement. Program graduates may be endorsed to receive the administrator certification outside of Michigan as well (depending on the certification process in state of residence).

Leadership Core (12 required credits)

- EDLD 6020 - Educational Leadership, Systems and Change OR
HPHE 6600 - Governance and Administration of Sport **Credits:** 3 hours
- EDLD 6300 - Data-Informed Decision-Making, Research and Evaluation **Credits:** 3 hours
- EDLD 6791 - Educational Leadership Masters Seminar **Credits:** 1 hour
- EDLD 6793 - Principal Internship I OR
HPHE 7120 – Professional Field Experience **Credits:** 3 hours
- EDLD 6794 - Principal Internship II OR
HPHE 7120 – Professional Field Experience **Credits:** 2 hours

Principal Specialty Core (18 required 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

Interscholastic Athletic Administration Core (9 required hours)

- HPHE 6640 - Marketing and Sales in Sport **Credits:** 3 hours
- HPHE 6690 - Planning and Management of Sport Facilities & Events **Credits:** 3 hours
- HPHE 6630 - Ethics in Sport **Credits:** 3 hours

WESTERN MICHIGAN UNIVERSITY



Department of Human Performance and Health Education
College of Human Development and Education

\Oct. 9, 2015

To: Whom May Concern

On behalf of HPHE, I support the creation of this new MA in Educational Leadership: K-12 Principal Leadership & Interscholastic Athletic Administration concentration, and authorizes the use of 4 of their existing courses (HPHE 6640, 6690, 6630) as required courses, and the use of two courses (HPHE 6600, 7120) as options.

All these courses already exist with the following capacity and the current enrollment:

HPHE6600 Capacity 25, Current registration 26. **It may need a new section,**
HPHE6630 Capacity 25, Current registration 16, adequate room at this time,
HPHE6640 Capacity 24, Current registration 10, adequate room at this time,
HPHE6690 Capacity 24, Current registration 22. **It may need a new section,**
HPHE7120 Professional field experience. It is usually has adequate room to have 2-3 students.

HPHE6690 is taught by a part-time faculty at this time and HPHE6600 is taught by a regular faculty. If a new section is added, a part-time faculty is needed. HPHE7120: If the number is beyond 5 in a semester, there could be a workload issue.

Please feel free to contact me if you have any questions,

Sincerely,

A handwritten signature in blue ink, appearing to read "Yuanlong Liu".

Yuanlong Liu, Phd
Interim Chair

Subject: Library sign off on MA in Educational Leadership: K-12 Principal Leadership & Interscholastic Athletic Administration

From: Barbara J Cockrell <barbara.cockrell@wmich.edu>

Date: 10/8/2015 4:36 PM

To: Louann Bierlein Palmer <l.bierleinpalmer@wmich.edu>

CC: Christopher C Cheatham <chris.cheatham@wmich.edu>, Joseph G Reish <joe.reish@wmich.edu>, David S Reinhold <david.reinhold@wmich.edu>

Dear Dr Bierlein-Palmer,

University Libraries is pleased to sign off on the proposed new MA in Educational Leadership: K-12 Principal Leadership & Interscholastic Athletic Administration based on the understanding that no new library resources are required to support it. All the existing courses for this program are already in place to support two existing MA degrees (the MA in Educational Leadership and the MA in Coaching Sport Performance).

With best wishes,
Barbara

Dr Barbara Cockrell,
Associate Dean for Collections & Technical Services,
University Libraries,
Western Michigan University,
1903, W. Michigan Ave,
Kalamazoo, MI 49008-5353
phone 269-387-5143
fax 269-387-5077

'University Libraries: a recognized essential partner in enriching and elevating learning, discovery and engagement at WMU'