

4-10-1989

CAS in Educational Administration

The College at Brockport, College Senate

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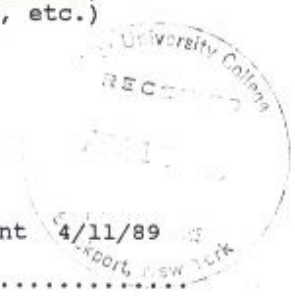
Faculty Senate

Resolution 15 1988-89

TO: President John E. Van de Wetering
FROM: The Faculty Senate Meeting on 4-10/89
(Date)

RE: X I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)

SUBJECT: CAS in Educational Administration



Signed *John H. Parsons*
(For the Senate)

Date Sent 4/11/89

TO: The Faculty Senate
FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution
a. Accepted. Effective Date *Jan 89 (pending SED)*
b. Deferred for discussion with the Faculty Senate *approval*
on _____
c. Unacceptable for the reasons contained in the
attached explanation

II, III.
a. Received and acknowledged
b. Comment:

DISTRIBUTION: Vice Presidents: *cover page only &*
attached list

Others:

Distribution Date *4/17/89* Signed: *[Signature]*
(President of the College)

STATE UNIVERSITY OF NEW YORK COLLEGE AT BROCKPORT
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

A PROPOSAL FOR REVISION OF THE PROGRAM
LEADING TO CERTIFICATE OF ADVANCED STUDY
IN EDUCATIONAL ADMINISTRATION

MARCH 31, 1989

DONALD F. NASCA, CHAIRPERSON/PROFESSOR

DEPARTMENTAL MEMBERS: RONALD J. DAVIS, ASSOCIATE PROFESSOR
SANDRA L. GRACZYK, ASSISTANT PROFESSOR
CHARLES G. JENKINS, ASSOCIATE PROFESSOR
SHARON M. KEHOE, ASSOCIATE PROFESSOR
LIONEL G. METIVIER, PROFESSOR
WILLIAM C. ROCK, PROFESSOR
ANN M. SCHNEIDER, ASSISTANT PROFESSOR
JOHN B. WARTHMAN, ASSOCIATE PROFESSOR

**A PROPOSAL FOR REVISION OF THE PROGRAM LEADING
TO CERTIFICATE OF ADVANCED STUDY IN
EDUCATIONAL ADMINISTRATION**

Program revisions were initiated in response to changing roles of school administrators, recent recommendations from national and state advisory councils and a survey of local school administrators. Existing content has been reorganized into a revised set of courses and sequence designed to provide greater flexibility for students to pursue specialized administrative roles

I. A COMPARISON OF THE NEW PROGRAM TO THE OLD PROGRAM

	<u>CURRENT</u>	<u>PROPOSED</u>
A. Required EDA course work	21	18
EDA Electives	0	9
Practicum	0	3
Internship	<u>12</u>	<u>6</u>
TOTAL	33	36
Ordinarily students with a Master's Degree may transfer	<u>27</u>	<u>24</u>
*No changes for students entering without a Master's Degree		
TOTAL	60	60

B. Other Changes:

1. Introductory Course: A six hour introductory course must be completed before any other courses in the program. The course includes basic communication skill screening and guided self-assessment in relationship to leadership potential.
2. A Practicum: May be taken after completion of 5 required courses. Ordinarily completed in two consecutive semesters, successful completion of the course is a prerequisite to application for the internship.
3. The Internship: Currently, the internship may be taken after five required courses have been completed. PROPOSED: All course work must be completed prior to the internship.

PROGRAM REQUIREMENTS

Competency-Based Learning Experiences		Master's Degree	C.A.S.
EDA 600	Foundations of Educational Leadership	6	6
EDA 653	Site Management	3	3
EDA 678	Clinical Supervision	3	3
EDA 691	Principles and Practices of Budgeting	3	3
EDA 871	Legal Basis of Education	3	3
EDI 602 or EDI 604	Curriculum Course	3	3
EDI 603 or EDI 685	Research Requirement	3	3
<u>Electives Outside Education</u>		<u>6</u>	<u>6</u>
TOTAL GRADUATE HOURS FOR MASTER'S:		30	

EDA 885	Practicum in Educational Leadership		3
	3 Electives from list below:		9
EDA 610	Institute in Educational Administration		
EDA 656	Personnel Administration		
EDA 699	Independent Study		
EDA 811	Selected School District Administrative Problems		
EDA 820	Staff Development		
EDA 830	Program Management and Instructional Leadership		
EDA 850	Special Education Administration and Law I		
EDA 851	Special Educational Administration and Law II		
EDA 873	Readings in Educational Administration		
EDA 879	Advanced Clinical Supervision		
EDA 888	Internship		6
Free Electives			<u>12</u>
TOTAL GRADUATE HOURS FOR C.A.S.:			60

II. A RATIONALE FOR CHANGE

The proposed changes in the Certificate of Advanced Study Program of the Department of Educational Administration are the result of:

A. Input from the Policy Board on revision of program competencies.

Program competencies were reviewed and amended based on recommendations of the Policy Board and the department. This process led to the modification of existing competencies which were then used in a survey of administrators in the service area.

B. Research on innovative programs and practices.

C. Review of relevant national task force reports such as "Leaders for America's Schools."

D. Anticipated changes in New York State certification requirements for School Administrators.

E. Department review and recommendation.

The change from 21 hours of required course work to 18 hours of core course work and 9 hours of electives, provides opportunities for role specialization while maintaining a solid foundation in basic building level administrative competencies for all students. A myriad of administrative positions have developed at the level of School Administrator/Supervisor certification: staff developer, curriculum specialist, coordinator of special education, etc., and principal, vice-principal. The proposed redistribution of course requirements will enable our program to better meet the needs of students seeking these positions.

The practicum is designed to test classroom skills in the realistic environment of the school. The purpose is to provide ample opportunity for guided practice of skills required in administrative tasks before the internship. Students work on designated tasks for two consecutive semesters. Tasks are well defined, require performance outcomes and insure participation in all critical administrative roles. Satisfactory completion of the tasks indicates a level of competence that is prerequisite to assuming an administrative role.

III. EVIDENCE OF DEMAND FOR ANY NEW FOCUS OR EMPHASIS

The revision of competencies, analysis of survey results and literature on effective administrator preparation programs provided the evidence of changing needs and priorities in the field. The program continues to be competency based. Course content and activities are designed to provide a structure for development and demonstration of designated competencies.

Although little definitive research exists to support the development of school administrator, recent literature does include recommendations that have been included in program revisions. The elements of an effective preparation program cited by the National Association of Secondary School Principals in "Performance-Based Preparation of Principals: A Framework for Improvement" (NASSP, 1985), for example, include:

Leadership

- Short and long term planning
- Communications: internal and external
- Leadership; research and practice
- Problem analysis and decision making in organizations

Management

- Applications of management software
- Human resource management
- Administration of facilities and services

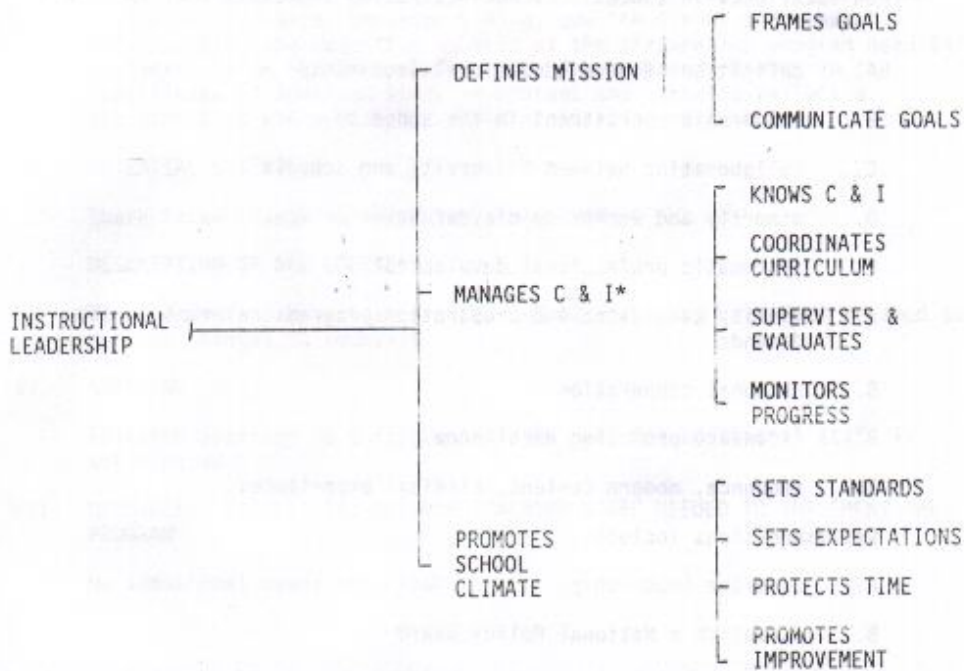
Professional Education

- School law
- Pupil Personnel
- Supervision and Evaluation of instruction
- Program design and evaluation
- Electives based on student assessment

Completion of a one year residency (internship) of no less than 15 hours per week under the guidance of an approved (trained) mentor including experience in:

- curriculum and instructional leadership
- staff selection, evaluation, and development
- pupil personnel and student support services
- family and community relations
- district and inter-school coordination
- fiscal management and budget administration
- maintenance of school plant and facilities

The most recent research on Effective Schools and the leaders of Effective Schools provides another framework for reexamining the priorities of training building administrators. The Effective School Literature consistently calls for instructional leadership. The literature does not ignore managerial competencies, but suggests they have a lower priority. The literature defines instructional leadership in terms of three dimensions and ten functions of those dimensions.



*C&I=Curriculum and Instruction

This model is often viewed in contrast to the managerial responsibilities of the building principal. The middle of the road (common sense scholarship) dictates managerial and instructional leadership training. Program revisions include an increased emphasis on instructional leadership and retain essential managerial competencies.

The University of Texas Austin conducted a five year study of school principals and educational leaders in facilitating school improvement: "Training Educational Leaders to Be Facilitators of School Improvement." The study identified roles/configurations of leadership which are more effective in school improvement. The implications for program development: principals (primary facilitators) and secondary facilitators need training in diagnostic dimensions of change facilitation (diagnostic protocols); in the relationship between style and effectiveness of implementation efforts; in intervention taxonomies; game plan components and teambuilding. This was one of the more solid research efforts which informs our revisions.

"Leaders for America's Schools," the report of the National Commission on Excellence in Educational Administration indicates that the field lacks:

- A. definition of good educational leadership
- B. leadership recruitment in the schools
- C. collaboration between University and schools
- D. minority and women administrators
- E. systematic professional development
- F. quality candidates and preparation programs relevant to job demands
- G. national cooperation
- H. licensure promoting excellence
- I. sequence, modern content, clinical experiences

Recommendations include:

- A. redefine leadership
- B. establish a National Policy Board
- C. model administrator programs after other professional preparation programs
- D. limit EDA programs
- E. institute recruitment and placement programs for women and minorities
- F. require public school to be full partners in the training of administrators
- G. create management development opportunities
- H. reform licensure

Gousha and others in Where We Are and Where We Are Going In School Administrator Preparation in the United States recommend written and performance assessments at several stages both on campus and at the field site. Students should be initially qualified in basic communication competencies, tracked for adequate progress and ultimately evaluated in terms of satisfaction of competence criteria. The report also recommends a reversal of priorities: currently we spend 75% on training managers in procedural issues, 25% on creating leaders with

also recommends a reversal of priorities: currently we spend 75% on training managers in procedural issues, 25% on creating leaders with knowledge of ethics, decision making, and the use of influence. Additionally, the cognitive aspects of the preparation program need to be linked to on the job experiences. The proposed changes in the Certificate of Advanced Study in content and emphasis reflect a commitment to evaluation and field application of learning.

IV. POTENTIAL CLIENTELE

There is no change in the clientele served.

V. DESCRIPTION OF NEW COURSES

Two new courses have been created and many courses have been renamed to reflect changes in emphasis.

VI. STAFFING

Existing staffing is sufficient and no need for additional staff is anticipated.

VII. RESOURCES, FACILITIES, AND NON-TEACHING STAFF NEEDED TO IMPLEMENT THE PROGRAM

No additional needs anticipated.

/dbl
3/89
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